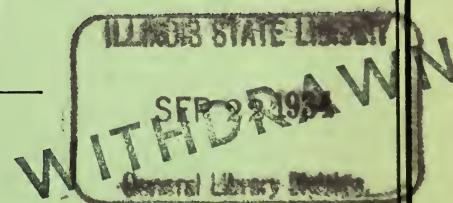


APRIL 1, 1934

Number 130

ILLINOIS STATE NORMAL UNIVERSITY
NORMAL, ILLINOIS
A STATE COLLEGE FOR TEACHERS

The Teachers College Quarterly
Containing the Seventy-Sixth
ANNUAL CATALOG
With Announcements for 1934-1935



PUBLISHED FOUR TIMES A YEAR
BY THE

ILLINOIS STATE NORMAL UNIVERSITY

Printed by the authority of the State of Illinois

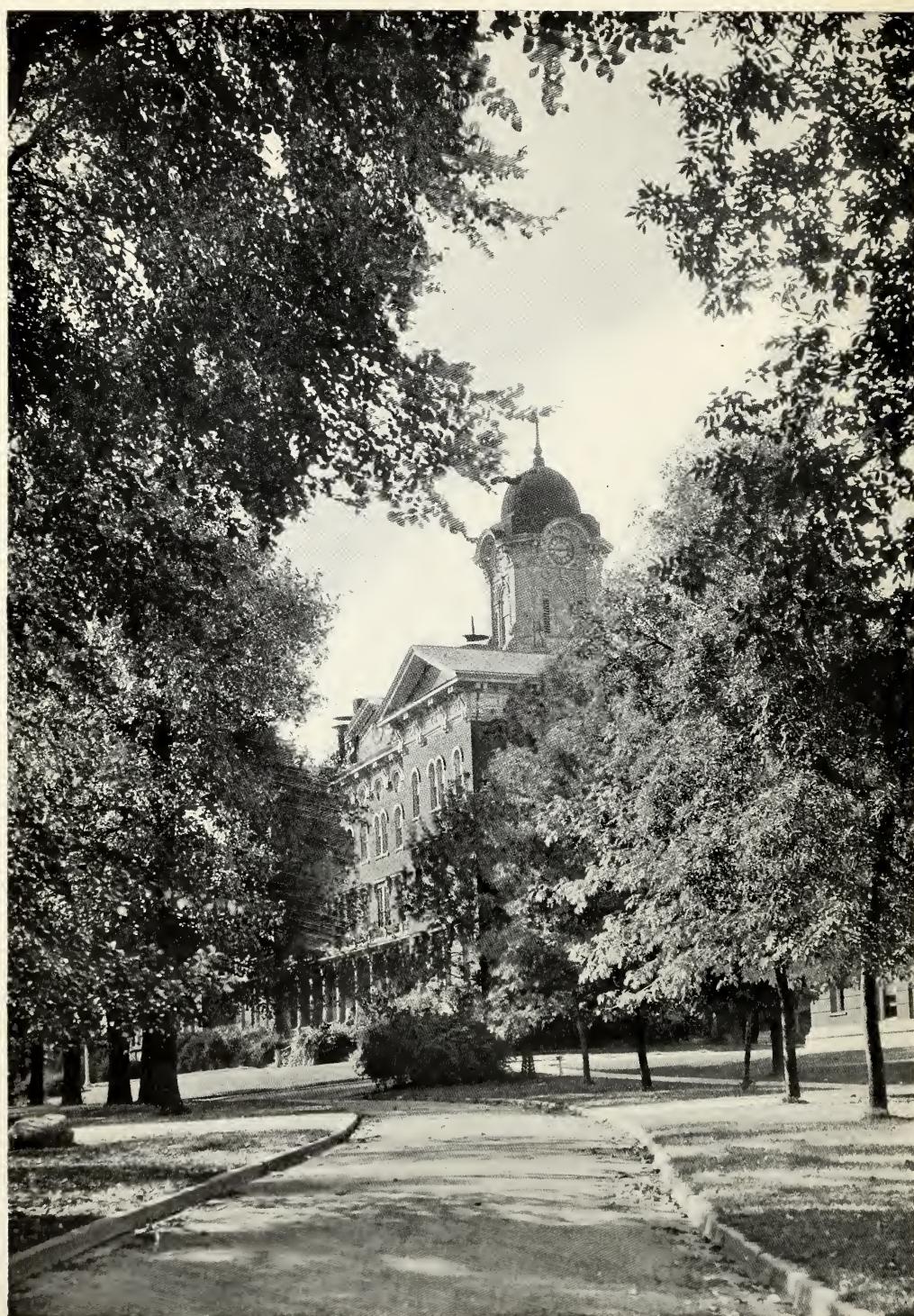
Entered August 18, 1902, at Normal, Illinois, as second-class matter, under Act of
Congress of July 16, 1894





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NORMAL, ILLINOIS
A STATE COLLEGE FOR TEACHERS

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ILLINOIS STATE NORMAL UNIVERSITY

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**Entered August 18, 1902, at Normal, Illinois, as second-class matter, under Act of
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STATE OF ILLINOIS

HENRY HORNER
Governor

DEPARTMENT OF REGISTRATION AND EDUCATION

THE NORMAL SCHOOL BOARD

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Director of Registration and Education (Springfield)
Chairman

FRANCIS G. BLAIR

Superintendent of Public Instruction (Springfield)
Secretary

Appointed Members

1927-1933

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1929-1935

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DR. PRESTON BRADLEY.....Chicago
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1931-1937

MR. WILLIAM R. BACH.....Bloomington
MR. J. D. DILL.....Carbondale
MISS HARRIETT MCINTIRE.....Mendota

1933-1939

DR. WILLIAM H. SUNDERMAN.....Charleston

Under the provisions of the Civil Administrative Code the Illinois State Normal University is governed by a board consisting of eleven members known as the Normal School Board. The Director of Registration and Education is ex-officio chairman of the Normal School Board and the State Superintendent of Public Instruction is ex-officio its secretary. Nine other members are appointed by the Governor for terms of six years. This board is the governing board for the five state teachers colleges of Illinois.

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934/35

UNIVERSITY CALENDAR 1934-1935

Autumn Quarter

Monday, September 10—Registration begins.

(Monday, Tuesday, and Wednesday, September 10, 11, and 12, are Freshman Days.)

Wednesday, September 12—Registration for Freshmen who have entered previously and for Sophomores, Juniors and Seniors.

Thursday, September 13—All classwork begins.

Friday and Saturday, October 26 and 27—Annual Homecoming.

Wednesday, November 28—Autumn Quarter ends (noon).

Wednesday, November 28—Thanksgiving Vacation begins (noon).

Winter Quarter

Monday, December 3—Thanksgiving Vacation ends (8 A. M.).

Monday, December 3—Registration.

Tuesday, December 4—Classwork begins.

Friday, December 21—Christmas Vacation begins (5 P. M.).

Monday, January 7—Christmas Vacation ends (8 A. M.).

Friday, March 8—Winter Quarter ends.

Spring Quarter

Monday, March 11—Registration.

Tuesday, March 12—Classwork begins.

Friday, April 12—Easter Vacation begins (5 P. M.)

Tuesday, April 23—Classwork resumed (8 A. M.)

Sunday, June 9—Baccalaureate Exercises.

Tuesday, June 11—Classwork closes.

Thursday, June 13—Alumni Reunion and Luncheon.

Thursday, June 13—University Commencement.

Summer Term

Saturday, June 15—Registration.

Monday, June 17—Classwork begins.

Thursday, July 4—Holiday.

Friday, August 9—Summer term ends.

ADMINISTRATION

Office of the President

RAYMOND W. FAIRCHILD, Ph. D.....*President*
 DOROTHY W. KING.....*Secretary to the President*
 FLORA P. DODGE.....*Secretary to the President*
Alumni Secretary

Office of the University Dean

HERMAN H. SCHROEDER, A. M.....*Dean*
 LOTTIE V. BOUNDY, B. Ed.....*Secretary to the Dean*

Office of the Dean of Women

O. LILLIAN BARTON, A. M.....*Dean*
 THELMA NELSON, M. A.....*Assistant Dean*
 EDNA B. SLUDER.....*Secretary to the Dean of Women*

Office of the Dean of Men

RALPH H. LINKINS, A. M.....*Dean*
 WILLIAM DE MIK.....*Secretary to the Dean of Men*

Office of the Director of the Training Schools

JOHN W. CARRINGTON, A. M.....*Director of the Training Schools*
Director of Bureau of Appointments
 LORENE A. MEEKER.....*Secretary to Director*
Secretary of Bureau of Appointments

Office of Registrar and Recorder

ELSIE BRENNEMAN, B. Ed.....*Registrar*
 FERNE M. MELROSE, B. Ed.....*Recorder*
 LOUISE K. STRETCH.....*Secretary*

General Office

JENNIE A. JOHNSON.....*Financial Secretary*
 FERNE A. ROSEMAN.....*Clerk and Telephone Operator*

Office of Business Manager

RANDOLPH D. MARSH.....*Business Manager*
 RUTH V. CLEM.....*Secretary and Audit Clerk*

STAFF OF INSTRUCTION 1933-1934

RAYMOND WILBER FAIRCHILD, Ph. D., (1933)* *President of the University*

A. B., A. M., University of Michigan; Ph. D., Northwestern University; University of Illinois; Illinois Wesleyan University; University of Chicago.

HOWARD WILLIAM ADAMS, S. M., (1909) *Professor of Chemistry*
Head of the Department of Physical Science

B. S., Iowa State College; S. M., University of Chicago; Armour Institute of Technology; University of Illinois.

HARRY FRANKLIN ADMIRE, B. Ed., (1923) *Assistant Professor of Accounting*

B. Ed., Illinois State Normal University; Valparaiso University.

MABEL CLARE ALLEN, M. A., (1929) *Instructor in Speech*
A. B., Bradley Polytechnic Institute; M. A., Northwestern University.

MARION CAMPBELL ALLEN, B. A. E., (1927) *Assistant Professor of Art*
B. A. E., Chicago Art Institute; Pratt Institute; Chicago Academy of Fine Arts; University of Chicago; Teachers College, Columbia University.

EDITH IRENE ATKIN, M. A., (1909) *Associate Professor of Mathematics*

A. B., University of Michigan; M. A., Teachers College, Columbia University; Michigan State Normal College; University of Chicago.

THOMAS MORSE BARGER, M. S., (1913) *Assistant Professor of Physics*
A. B., M. S., University of Illinois; Illinois State Normal University.

GLADYS LEORA BARTLE, M. S., (1930) *Instructor in Art*
B. S., M. S., University of Wisconsin.

MARGARET MURRAY BARTO, M. A., (1928) *Assistant Professor of Physical Education, Director of the Division of Health and Physical Education for Women*

A. B., University of Illinois; M. A., Teachers College, Columbia University; University of Wisconsin.

OLIVE LILLIAN BARTON, A. M., (1906) *Associate Professor and Dean of Women*

A. B., University of Illinois; A. M., University of Chicago; Illinois State Normal University.

ELSIE BERGLAND, B. S., (1932) *Instructor in Physical Education*
B. S., University of Wisconsin.

*Note. Figures in parenthesis indicate year of first employment in this University. Institutions listed after highest degree are other schools attended at some time.

HARRIETT JOSEPHINE BERNINGER, A. M., (1929)

Assistant Professor of English

A. B., A. M., University of Illinois; Indiana State Teachers College; University of Chicago.

WILLIAM ANDREW LAWRENCE BEYER, A. M., (1909)

Professor of Political Science

Head of Social Science Department

A. B., A. M., Ohio State University; University of Chicago; Columbia University; University of Illinois.

ANNA M. BLAKE, M. A., (1915)

Assistant Professor of Biology

S. B., University of Chicago; M. A., Teachers College, Columbia University; Illinois State Normal University.

BLAINE BOICOURT, B. Mus. Ed., (1926)

Assistant Professor of Music

B. Mus. Ed., Northwestern University; Cincinnati Conservatory of Music, Southern Illinois State Normal University; American Institute of Normal Methods; Illinois State Normal University.

*JUANITA ANNE BROWN, B. S., (1929) *Instructor in Physical Education*

B. S., University of Illinois; University of California; New York University Camp.

RICHARD GIBBS BROWNE, A. M., (1928) *Assistant Professor of Economics*

A. B., A. M., University of Illinois; Southern Illinois State Normal University; University of Chicago.

DOROTHY GARRETT BRUNK, M. A., (1925)

Assistant Professor of History

B. Ed., Illinois State Normal University; M. A., Teachers College, Columbia University.

ROSE BURGESS BUEHLER, B. Ed., (1930)

Instructor and Supervising Teacher in the Second Grade

B. Ed., Illinois State Normal University; Wheaton College.

MARY ELIZABETH BUELL, M. A., (1926)

Assistant Professor of Home Economics

Ph. B., University of Chicago; M. A., Teachers College, Columbia University; Thomas Normal Training School; University of Illinois.

JOHN WESLEY CARRINGTON, A. M., (1933)

Associate Professor of Education, Director of Training Schools and Director of Bureau of Appointments

B. S., A. M., University of Illinois; Illinois State Normal University; University of Chicago.

KATHERINE ELIZA CARVER, A. M., (1922) *Assistant Professor of Latin*

A. B., Valparaiso University; A. B., Cornell University; A. M., University of Chicago.

*Resigned, June, 1934.

ELMER WARREN CAVINS, (1897) *Assistant Professor of English*
Illinois State Normal University; Illinois Wesleyan University; University of Chicago.

JANE CHURCH, A. M., (1929) *Instructor and Supervisor of Student Teaching in Commerce*
B. Ed., Illinois State Normal University; A. M., Colorado State Teachers College.

JOSEPH T. COGDAL, A. B., (1927) *Assistant Professor of Physical Education*
A. B., James Millikin University; University of Illinois; Northwestern University; Illinois State Normal University.

J. ROSE COLBY, Ph. D., (1892) *Emerita Professor of Literature*
A. B., A. M., Ph. D., University of Michigan.

EDWARD LEROY COLE, Ed. D., (1931) *Associate Professor of Education*
A. B., A. M., University of Michigan; Ed. D., University of California; Michigan State Normal College.

MARGUERITE REGINA CONNELL, M. A., (1928) *Assistant Professor of Latin and English*
B. Ed., Illinois State Normal University; M. A., University of Illinois; University of Chicago; University of Colorado.

MARGARET COOPER, M. A., (1932) *Associate Professor of Education*
Director of Division of Elementary Education
B. A., Carleton College; M. A., Teachers College, Columbia University; State Teachers College, Mankato, Minnesota.

RACHEL MERRILL COOPER, M. D., (1928) *Assistant Professor of Health Education, Director of University Health Service*
M. D., University of Illinois; Women's and Children's Hospital; New York Post Graduate Medical School; Washington University Medical School.

MABEL PERCIE CROMPTON, S. M., (1924) *Assistant Professor of Geography*
B. Ed., Illinois State Normal University; S. M., University of Chicago.

CLARENCE LEROY CROSS, M. S., (1925) *Associate Professor of Physics*
B. S., State Teachers College, Emporia, Kansas; M. S., University of Iowa; Cornell University.

ALTA, JOSEPHINE DAY, B. A., (1928) *Instructor in Shorthand*
B. A., Lawrence College; Gregg College; University of California; Teachers College, Columbia University.

CHARLES ERNEST DECKER, M. A., (1925) *Associate Professor of Education and Director of Secondary Education*
A. B., Aurora College; M. A., University of Wisconsin; Nova Scotia Normal College; New York University.

LORA MARY DEXHEIMER, (1902)

Instructor and Supervising Teacher in the Sixth Grade

Illinois State Normal University; Teachers College, Columbia University; University of Chicago.

JESSIE MAY DILLON, (1900)

Instructor and Supervising Teacher in the Fourth Grade

Illinois State Normal University; University of Chicago.

THOMAS JAY DOUGLASS, B. S., (1928)

Instructor in Agriculture and Director of High School Athletics

B. S., University of Illinois.

ALVA WILLIAM DRAGO, M. S., (1919)

Assistant Professor of Industrial Arts

B. Ed., Illinois State Normal University; M. S., Iowa State College.

CLARA ELIZABETH ELA, (1888)

Emerita Instructor in Art

Illinois State Normal University; Massachusetts Normal Art School.

MARGERY ALICE ELLIS, A. M., (1927)

Assistant Professor of French

Ph. B., A. M., University of Chicago; University of Paris; Ecole Normale de Seine et Oise, France; Institut Phonétique, University of Paris.

ROBERT SCOTT ELLWOOD, M. A., (1932)

Instructor and Supervisor of Student Teaching in Social Science

B. S., State Teachers College, Kirksville, Missouri; M. A., University of Alabama; University of Toledo; University of Missouri; Kansas State College; Manhattan, Kansas; St. Stephen's College, Annandale-on-Hudson, New York; Northwestern University; University of Indiana.

LURA MARY EYESTONE, B. S., (1921)

Instructor and Supervising Teacher in the Third Grade

B. S., Teachers College, Columbia University; Illinois State Normal University; University of Chicago; Northwestern University.

ELINOR BERTHA FLAGG, M. S., (1925)

Assistant Professor of Mathematics

B. S., M. S., University of Illinois; Eastern Illinois State Teachers College; Oxford University, England; University of Chicago.

KENYON SCOTT FLETCHER, B. S., (1929)

Assistant Professor of Industrial Arts

Director of University Band

B. S., Stout Institute; Colorado Agricultural College; University of Minnesota; University of Illinois.

RALPH WALDO FOGLER, M. S., (1927)

Assistant Professor of Chemistry

B. S., M. S., University of Illinois.

THELMA GLADYS FORCE, M. A., (1932)

Assistant Professor of Education

B. S., M. A., University of Minnesota.

JOHN EUGENE FRALEY, B. Ed., (1929) *Assistant Professor of Science*
B. Ed., Illinois State Normal University; University of Michigan; University of Illinois; University of Colorado; Northern Illinois State Teachers College.

BERNICE GERTRUDE FREY, B. A., (1930) *Instructor in Physical Education*
B. A., Ohio Wesleyan University; University of Wisconsin; University of California; Ohio State University.

HAROLD EUGENE FRYE, B. Ed., (1931) *Instructor in Physical Education*
B. Ed., University of Akron; Ohio State University.

RALPH URBAN GOODING, Ph.D., (1931) *Assistant Professor of Chemistry*
B. S., Ph. D., University of Wisconsin.

EDNA MAE GUEFFROY, A. M., (1929) *Assistant Professor of Geography*
B. Ed., Illinois State Normal University; A. M., Clark University.

LINDER W. HACKER, M. A., (1925)
Associate Professor of Education, Director of the Division of Rural Education
B. Ed., Illinois State Normal University; M. A., State University of Iowa; Teachers College, Columbia University; University of Illinois.

ALMA MARY HAMILTON, M. A., (1917)
Assistant Professor and Supervisor of Student Teaching in English
B. S., Illinois Wesleyan University; B. Ed., Illinois State Normal University; M. A., Teachers College, Columbia University.

CHESTER MALCOLM HAMMERLUND, M. S., (1929)
Assistant Professor of Industrial Arts
B. S., M. S., University of Illinois; Illinois State Normal University.

HOWARD J. HANCOCK, M. S., (1931)
Associate Professor of Physical Education, Director of Athletics
B. S., M. S., University of Wisconsin.

CHARLES ATHIEL HARPER, M. S., (1923) *Associate Professor of History*
B. S., M. S., University of Illinois; Southern Illinois State Normal University.

CHRISTIAN EDWARD HARPSTER, B. Ed., (1928)
Instructor and Principal of the University Elementary School
B. Ed., Illinois State Normal University; State University of Iowa.

ANNIE WEZETTE HAYDEN, M. A., (1922)
Instructor and Supervising Teacher in the First Grade
Ph. B., University of Chicago; M. A., Teachers College, Columbia University; Southern Illinois State Normal University.

STELLA VAN PETTEN HENDERSON, A. M., (1933)
Assistant Professor of Education
B. Ed., Illinois State Normal University; A. M., University of Chicago.

RUTH HENLINE, A. B., B. Ed., (1926) *Instructor in English
Manager of the Textbook Library*
A. B., Illinois Wesleyan University; B. Ed., Illinois State Normal University.

EUGENE LEONARD HILL, M. A., (1929) *Instructor in Physical Education*
B. Ed., Illinois State Normal University; M. A., State University of Iowa.

DOROTHY HINMAN, M. A., (1925) *Assistant Professor of English*
B. A., University of Wisconsin; M. A., Teachers College, Columbia University; Oxford University; University of Illinois.

MANFRED JAMES HOLMES, B. L., (1897) *Professor of Education*
B. L., Cornell University; State Normal School, Winona, Minnesota; University of Chicago.

CLIFFORD EMORY HORTON, A. M., (1923)
Associate Professor of Physical Education, Director of the Division of Health and Physical Education for Men
B. P. E., Springfield Y. M. C. A. College; A. M., Clark University; University of California; New York University.

CLYDE WHITTAKER HUDELSON, M. S., (1920)
Associate Professor of Agriculture, Director of the Division of Agricultural Education
B. S., M. S., University of Illinois; Western Illinois State Teachers College; Illinois State Normal University.

ESTHER HUME, Ed. M., (1932) *Instructor in Physical Education*
A. B., University of Missouri; Ed. M., Harvard University; Stephens College.

*ERMA FRANCES IMBODEN, Ph. D., (1924)
Assistant Professor and Supervising Teacher in the Seventh Grade
Ph. B., University of Chicago; Illinois State Normal University; Teachers College, Columbia University.

JOHN A. KINNEMAN, A. M., (1927) *Associate Professor of Sociology*
A. B., Dickinson College; A. M., University of Pennsylvania; State Normal School, West Chester, Pennsylvania; University of Chicago.

ERNEST M. R. LAMKEY, Ph. D., (1927) *Associate Professor of Botany
Head of Department of Biological Science*
A. B., A. M., Ph. D., University of Illinois.

THOMAS JESSE LANCASTER, A. M., (1919) *Associate Professor of Education*
B. Ed., Illinois State Normal University; A. M., University of Chicago; University of Illinois.

MARGARET ELIZABETH LEE, (1907) *Assistant Professor of Kindergarten Education (Emerita)*
Training School for Kindergartners; Chicago Normal College; University of Chicago; University of California; Teachers College, Columbia University.

*Leave of absence February to September, 1934.

HARRY OWEN LATHROP, Ph. D., (1933) *Professor of Geography*
Head of Department of Geography
B. Ed., Illinois State Normal University; S. M., University of Chicago; Ph. D., University of Wisconsin.

RALPH HARLAN LINKINS, A. M., (1917) *Associate Professor and Dean of Men*
A. B., Illinois College; A. M., University of Illinois.

BLANCHE MCNAVY, Ph. D., (1926) *Assistant Professor of Biology*
Supervisor of Student Teaching in Science
B. A., University of Cincinnati; A. M., Ohio State University; Ph. D., University of Chicago.

NEVA MCDAVITT, A. M., (1929) *Instructor in Biological Science*
B. Ed., Illinois State Normal University; A. M., Clark University.

CONSTANTINE FRITTOF MALMBERG, Ph. D., (1928) *Associate Professor of Education*
A. B., Bethany College; Ph. D., State University of Iowa; Columbia University; Yale University; University of Minnesota.

CLIFFORD NEWTON MILLS, A. M., (1925) *Professor of Mathematics*
Head of Department of Mathematics
B. S., Franklin College; A. M., Indiana University; University of Michigan.

CLIFFORD WALTER MOORE, M. A., (1929) *Assistant Professor of Social Science*
B. Ed., Illinois State Normal University; M. A., University of Illinois; Southern Illinois State Normal University.

THELMA NELSON, M. A., (1931) *Instructor in English*
Director of Fell Hall, Assistant Dean of Women
B. A., Des Moines University; M. A., Teachers College, Columbia University; University of Illinois.

ADNAH CLIFTON NEWELL, B. S. in E. E., (1910) *Professor of Industrial Education, Director of the Division of Industrial Education*
B. S. in E. E., University of Michigan; Bay View Summer University; Teachers College, Columbia University; Cummings School of Art, Des Moines, Iowa.

ROWENA FOLEY NOE, M. A., (1932) *Instructor and Supervising Teacher in the Kindergarten*
A. B., University of Kentucky; M. A., Teachers College, Columbia University; National College of Education.

ALICE ROXANNE OGLE, A. B., (1932) *Instructor and Supervisor of Art*
A. B., Colorado State Teachers College; Teachers College, Columbia University.

GERDA OKERLUND, Ph. D., (1931) *Assistant Professor of English*
A. B., A. M., Ph. D., University of Washington; University of California.

†JOSEPH MEL O'ROURKE, A. M., (1932)

Instructor and Supervisor of Student Teaching in Science and Mathematics

B. A., Yankton College; A. M., University of Chicago.

CLARENCE ORR, A. M., (1929) *Associate Professor of Social Science*

A. B., A. M., University of Illinois; State University of Iowa; Des Moines University; James Millikin University.

GEORGE MERIT PALMER, A. M., (1924) *Professor of English*
Acting Head of Department of English

A. B., A. M., University of Illinois; Illinois State Normal University.

ROSE ETOILE PARKER, Ph. D., (1931) *Associate Professor of Education*

B. A., University of North Dakota; A. M., University of Chicago; Ph. D., University of Wisconsin.

MARGARET KATHERINE PETERS, M. S., (1930) *Instructor in Typewriting*
B. S., Indiana University; M. S., New York University.

HARVEY ANDREW PETERSON, Ph. D., (1909) *Professor of Psychology*
Acting Head of Department of Education

A. B., University of Chicago; A. M., Harvard University; Ph. D., University of Chicago.

LAURA HAYES PRICER, Ph. M., (1911) *Associate Professor of English*

B. S., Vanderbilt University; Ph. M., University of Chicago.

RALPH W. PRINGLE, M. S., (1913)

Professor of Education, Principal of the University High School

B. S., St. Lawrence University; A. B., Harvard University; M. S., St. Lawrence University.

JESSIE EULALIA RAMBO, M. A., (1923)

Associate Professor of Home Economics, Director of the Division of Home Economics Education

A. B., University of Illinois; M. A., Teachers College, Columbia University; Illinois State Normal University; University of Chicago.

AGNES FRASER RICE, Ph. B., (1927) *Associate Professor of Education*

Ph. B., University of Chicago; State Teachers College, Mankato, Minnesota; Teachers College, Columbia University.

*LAURETTA JEAN ROBINSON, M. A., (1934)

Supervising Teacher in Seventh Grade

A. B., Colorado State Teachers College; M. A., Teachers College, Columbia University; University of Colorado.

JOSEPHINE ROSS, M. A., (1926) *Assistant Professor of Home Economics*

B. S., Illinois Woman's College; M. A., Teachers College, Columbia University; University of Colorado; University of Chicago; Oregon State Agricultural College.

*February to June, 1934 for Erma F. Imboden.

†Leave of absence for 1934-35.

BERTHA MAY ROYCE, A. M., (1925) *Assistant Professor of Biology*

B. A., Wellesley College; A. M., Columbia University; University of Illinois; Oceanographic Laboratories, University of Washington; North Central College.

HERMAN HENRY SCHROEDER, A. M., (1913) *Professor of Education*
Dean of the University, Director of the Summer Session

Ph. B., Cornell College; A. M., University of Chicago; Teachers College, Columbia University.

GRACE REBECCA SHEA, B. S., (1927)

Instructor in Health Education, University Nurse

R. N., Benjamin Bailey Sanitarium; B. S., Nebraska Wesleyan University; Illinois State Normal University; University of Nebraska.

*THELMA MARJORIE SHOMLER, B. A., (1933)

Instructor in Physical Education

B. A., State University of Iowa; University of Wisconsin.

JANET KATHERINE SMITH, A. M., (1931) *Instructor and Supervisor of Art*

Ph. B., A. M., University of Chicago; Wellesley College; Chicago Academy of Fine Arts.

LEON SHELDON SMITH, A. M., (1925) *Assistant Professor of Physics*

A. B., Albion College; A. M., University of Michigan; University of Paris; University of Iowa.

FRED S. SORRENSON, Ph. D., (1919) *Associate Professor of Speech*
Director of the Division of Speech Education

A. B., Mt. Morris College; A. M., Ph. D., University of Michigan; State Teachers College, Mt. Pleasant, Michigan; Columbia College of Expression; Teachers College, Columbia University; Harvard University; University of Chicago.

ETHEL GERTRUDE STEPHENS, M. A., (1919)

Assistant Professor and Supervisor of Student Teaching in History

A. B., University of Illinois; M. A., Teachers College, Columbia University; Illinois State Normal University; University of Chicago.

RUTH STROUD, M. S., (1930)

Instructor and Supervisor of Student Teaching in English

B. S., M. S., University of Illinois; James Millikin University; Southern Illinois State Normal University.

MARION ANSEL TAYLOR, Ph. D., (1931)

Instructor in English

B. A., M. A., Ph. D., State University of Iowa.

FLORENCE EVELYN TEAGER, Ph. D., (1931) *Assistant Professor of English*

B. A., M. A., Ph. D., State University of Iowa; University of Chicago.

CHRISTINE AUGUSTA THOENE, M. A., (1918)

Assistant Professor and Supervising Teacher in the Fifth Grade

A. B., Iowa State Teachers College; M. A., Teachers College, Columbia University.

*Resigned, June, 1934.

FLORENCE TILTON, M. A., (1930)

Associate Professor of Art Education, Director of the Division of Art Education

B. A., University of South Dakota; B. A. E., Art Institute of Chicago; M. A., Teachers College, Columbia University.

BERNICE ALVINA TUCKER, A. M., (1932)

Instructor and Supervisor of Home Economics

B. S., University of Nebraska; A. M., University of Chicago; State Teachers College, Kearney, Nebraska.

EDWIN ARTHUR TURNER, M. A., (1908)

Professor of Education

A. B., Indiana University; M. A., Teachers College, Columbia University; Indiana State Teachers College.

GRACE ESTHER VINSON, A. M., (1926)

Assistant Professor of English

A. B., B. S., A. M., University of Missouri; University of Iowa; University of Chicago; University of Wisconsin.

NELL BLYTHE WALDRON, Ph. D., (1934)

Associate Professor of Social Science

B. A., M. A., Ph. D., Northwestern University; Kansas State Teachers College.

MARY DOROTHY WEBB, M. A., (1930)

Instructor and Supervisor of Student Teaching in Commerce

B. A., Lawrence College; M. A., University of Wisconsin.

FRANK WILLIAM WESTHOFF, (1901)

Associate Professor of Music Education, Director of the Division of Music Education

Extensive private study of music.

MARGARET MARY WESTHOFF, M. S., (1933)

Instructor in Music

B. Ed., Illinois State Normal University; M. S., Northwestern University.

JENNIE ALMA WHITTEN, Ph. D., (1919)

Associate Professor of Modern Languages, Head of the Department of Foreign Languages

A. B., A. M., University of Illinois; Ph. D., University of Wisconsin; Northern Illinois State Teachers College; University of Grenoble; University of Chicago.

ARTHUR ROWLAND WILLIAMS, A. M., (1914)

Associate Professor of Commercial Education, Director of the Division of Commerce Education, Head of Department

A. B., Kenyon College; A. M., University of Illinois; University of Chicago.

LIBRARY STAFF

ELEANOR WEIR WELCH, M. S., (1929)

Assistant Professor and Head Librarian

A. B., Monmouth College; M. S., School of Library Service, Columbia University; Library School, University of the State of New York.

CLARA LOUISE GUTHRIE, B. S., (1932)	<i>Assistant Librarian</i>
A. B., Hastings College; B. S., Library School, University of Illinois.	
EDNA IRENE KELLEY, B. Ed., (1913)	<i>Assistant Librarian</i>
B. Ed., Illinois State Normal University.	
GERTRUDE ANDREWS PLOTNICKY, (1913)	<i>Assistant Librarian</i>
Chicago Public Library Training School; University of Wisconsin.	
GENEVIEVE ANNA POHLE, A. B., (1923)	<i>Cataloger</i>
A. B., University of Wisconsin; Library School, University of Wisconsin.	

COOPERATING SCHOOLS

Illinois Soldiers and Sailors Childrens School

GRACE FULLER ANDERSON, B. Ed., (1920)	<i>Instructor and Supervising Teacher in the First Grade</i>
B. Ed., Illinois State Normal University.	
LEILA MAE ARMSTRONG, M. A., (1932)	<i>Instructor and Supervising Teacher in the Second Grade</i>
B. Ed., State Teachers College, Charleston, Illinois; M. A., Teachers College, Columbia University; University of Chicago.	
WINIFRED H. BALLY, B. Ed., (1929)	<i>Instructor in Physical Education</i>
B. Ed., Illinois State Normal University.	
VEDA BOLT BAUER, B. Ed., (1925)	<i>Instructor and Supervising Teacher in Sixth Grade</i>
B. Ed., Illinois State Normal University.	
*DOROTHY ANNE BROSI, Ph. B., (1931)	<i>Instructor and Supervising Teacher in the Fourth Grade</i>
Ph. B., University of Chicago; State Teachers College, Macomb, Illinois.	
MAY GOODWIN, B. Ed., (1920)	<i>Instructor and Principal</i>
B. Ed., Illinois State Normal University.	
WILLIAM EDWARD HOGAN, (1931).	
Illinois State Normal University; Bradley Polytechnic Institute.	
MAX HONN, A. B., (1932)	
A. B., Illinois Wesleyan University.	
MILDRED O'MALIA KELLY, B. Ed., (1930)	<i>Instructor in the Third Grade</i>
B. Ed., Illinois State Normal University.	
CLARA KEPNER, B. Ed., (1930)	<i>Instructor and Supervising Teacher in the Third Grade</i>
B. Ed., Illinois State Normal University.	

Resigned, June, 1934.

FRED JOHN KNUPPEL, B. Ed., (1925) *Instructor of Industrial Arts*
B. Ed., Illinois State Normal University.

LETTA SCHWARTZ McCOWAN, B. M. E., (1931) *Instructor in Instrumental Music*
B. M. E., Illinois Wesleyan University.

ALTA MARIE MORRIS, B. Ed., (1930) *Instructor in the Second and Third Grades*
B. Ed., Illinois State Normal University.

PAULINE POWELL, B. Ed., (1930) *Instructor in the Ninth Grade*
B. Ed., Illinois State Normal University.

MABLE A. PUMPHREY, (1920) *Instructor and Supervising Teacher in the Fourth Grade*
Illinois State Normal University.

EDITH MAPES SERKES, B. Ed., (1929) *Instructor in the First Grade*
B. Ed., Illinois State Normal University; University of Colorado; University of Chicago; University of Illinois.

JOSEPHINE SHEA, M. A., (1929) *Instructor and Supervising Teacher in the Fifth Grade*
B. Ed., Illinois State Normal University; M. A., Teachers College, Columbia University.

HELEN LOUISE SPAFFORD, B. Ed., (1924) *Instructor and Supervising Teacher in the Seventh Grade*
B. Ed., Illinois State Normal University; Illinois Wesleyan University; State University of Iowa.

DOROTHY S. STILLMAN, B. Ed., (1924) *Instructor of Home Economics*
B. Ed., Illinois State Normal University.

GRACE L. TUCKER, B. Ed., (1924) *Instructor and Supervising Teacher in the Kindergarten*
B. Ed., Illinois State Normal University; University of Wisconsin.

*MARJORIE JEAN WALKER, Ph. B., (1931) *Instructor and Supervising Teacher in the First Grade*
Ph. B., University of Chicago; University of Minnesota.

EDSON J. WHITE, B. Ed., (1933). *Instructor in Physical Education*
B. Ed., Illinois State Normal University.

HAZEL TITUS WRIGHT, B. Ed., (1926) *Instructor and Supervising Teacher in the Second Grade*
B. Ed., Illinois State Normal University.

*Resigned, August, 1934.

Towanda Public Schools***FRED H. MILLER, M. S., (1933)***Instructor and Supervising Teacher in High School*

B. Ed., Southern Illinois State Normal University; M. S., University of Illinois; Illinois State Normal University.

CHARLES K. WATKINS, M. A., (1933)*Instructor and Principal of High School*

B. Ed., Illinois State Normal University; M. A., Teachers College, Columbia University; University of Illinois; Southern Illinois State Normal University.

ANNA L. WEBSTER, B. S., (1933)*Instructor and Supervising Teacher in Fifth and Sixth Grades*

B. S., University of Illinois; University of Missouri; University of Colorado.

LELA WINEGARNER, A. M., (1933)*Instructor and Supervising Teacher in High School*

B. Ed., Illinois State Normal University; A. M., University of Chicago.

†NORMA D. YOUNG, M. A., (1933)*Instructor and Supervising Teacher in High School*

B. A., Goucher College, Baltimore, Maryland; M. A., University of Iowa; Johns Hopkins University, Baltimore; European Conservatory of Music, Baltimore; Augustana College, Rock Island, Illinois.

‡ALICE EBEL, (1934) *Instructor and Supervising Teacher in High School***Rural Schools****NANCY ANNIS CLARK, B. Ed., (1927)***Instructor and Supervisor of Student Teaching in the Little Brick School*

B. Ed., Illinois State Normal University; Eastern Illinois State Teachers College; University of Chicago.

DEWEY FRISTOE, B. Ed., (1931)*Instructor and Supervisor of Student Teaching in the Houghton School*

B. Ed., Illinois State Normal University; University of Chicago.

LOIS FRISTOE, (1931)*Instructor and Supervisor of Student Teaching in the Houghton School*

Illinois State Normal University.

BESSIE HIBARGER, B. Ed., (1926)*Instructor and Supervisor of Student Teaching in the Price School*

B. Ed., Illinois State Normal University; Boston University; University of Illinois.

[†]Resigned, March, 1934.[‡]Successor to Norma D. Young.^{*}Resigned, July, 1934.

NEW FACULTY MEMBERS

Beginning September, 1934

O. R. BONTRAGER, Ph. D., (1934) *Associate Professor of Education
Principal of Illinois Soldiers and Sailors Childrens School*
B. A., M. A., Ph. D., University of Iowa; Iowa State Teachers College.

INEZ WHITTENBERG CHRISTEN, B. Ed. *Instructor and Supervisor of Student
Teaching, Illinois Soldiers and Sailors Childrens School*
B. Ed., Illinois State Normal University; Northwestern University.

RUTH M. CLEVELAND, M. A. *Instructor and Supervisor of Student Teaching,
Illinois Soldiers and Sailors Childrens School*
A. B., University of Nebraska; M. A., Teachers College, Columbia University;
Kearney Nebraska State Teachers College.

B. ELIZABETH DEAN, M. S. *Assistant Professor of Hygiene*
A. B., Ottawa University; M. S., University of Iowa; University of Michigan.

C. A. DEYOUNG, Ph. D. *Professor of Education
Head of Department of Education*
A. B., Hope College; M. A., Teachers College, Columbia University; Ph. D.,
Northwestern University.

EUNICE FETTERLY, M. S. *Instructor in Special Room Work
Illinois Soldiers and Sailors Childrens School*
A. B., M. S., University of Michigan; University of Chicago.

HENRY O. HEBERT, B. M. *Instructor in Instrumental Music
and Band Director, Illinois Soldiers and Sailors Childrens School*
B. M., Butler University.

HOWARD J. IVENS, M. A. *Instructor and Supervisor of Student Teaching
in High School Science and Mathematics*
A. B., Northern Michigan State Teachers College; M. A., University of Michigan.

ALICE J. KING, M. A. *Instructor in Physical Education*
A. B., Northwestern University; M. A., Teachers College, Columbia University.

EMMA R. KNUDSON, M. S. in Ed. *Associate Professor of Music*
B. S., in Ed., Drake University; M. S. in Ed., Northwestern University;
Jewell College; Bush Conservatory of Music; American Conservatory of
Music; College of Puget Sound; Teachers College, Columbia University;
University of Chicago.

HENRY A. POPPEN, M. S. *Instructor and Supervisor of Student
Teaching in Science and Mathematics in Towanda Affiliated School*
B. S., Kansas Wesleyan University; M. S., Northwestern University.

ESTHER A. RICHARD, M. A. *Assistant Professor of English*
A. B., Albion College; M. A., Teachers College, Columbia University.

ALMA WINGEIER, M. S. *Instructor in Physical Education*
A. B., Western Michigan State Teachers College; M. S., University of Michigan.

STANDING COMMITTEES

The number of Standing Committees has been greatly reduced as compared with previous years. Numerous special committees are and will be used for many specific tasks. Standing committees are expected to meet regularly at least once a month, make available the minutes of their meetings and make reports to the faculty as a whole.

Athletics (Intercollegiate and Intramural) C. W. Hudelson (chairman), H. J. Hancock, Margaret Barto, C. E. Horton, Esther Hume, R. G. Browne, R. U. Gooding, R. W. Fogler, C. A. Harper, W. A. L. Beyer, T. J. Lancaster.

Educational Research. C. F. Malmberg (chairman), H. A. Peterson, J. W. Carrington, C. A. DeYoung, Jennie A. Whitten, C. N. Mills, J. A. Kinneman, E. M. R. Lamkey.

Entertainments, Lectures and Concerts (Lecture Course, Assembly Programs, Movies, etc.)—R. H. Linkins (chairman), Blaine Boicourt, K. S. Fletcher, Laura Prieer, C. L. Cross.

Forensics—F. S. Sorrenson (chairman), Mabel C. Allen, G. M. Palmer, H. O. Lathrop, C. E. Harpster, Ruth Stroud, C. A. Harper.

Public Relations—R. W. Fairchild (chairman), C. M. Hammerlund, J. W. Carrington, K. S. Fletcher, C. E. Horton, Esther Vinson, Elsie Brenneman.

Social—Mary Buell (chairman), Elinor Flagg, Janet Smith, Harriett Berninger, R. S. Ellwood, J. E. Fraley, Clarence Orr.

Student Life and Welfare—O. Lillian Barton (chairman), R. H. Linkins, Thelma Nelson, H. H. Schroeder, Rachel M. Cooper, A. R. Williams, Nell B. Waldron.

Secretary of the Faculty—Elsie J. Brenneman, Registrar.

The President is ex-officio a member of all committees.

Regular meetings of the Faculty are held the second Tuesday of each month at 4:30 P. M. in Capen Auditorium.

HISTORY OF THE UNIVERSITY

FOUNDING AND EARLY HISTORY

The Illinois State Normal University was founded in 1857, and was the second state normal school established west of the Allegheny Mountains and the ninth in the United States. Its location at North Bloomington (later called Normal) made it conveniently accessible from all parts of Illinois. Its site of fifty-six acres of beautiful campus, an experimental farm of ninety-five acres, and a school garden of three acres was donated by citizens of Bloomington and McLean county. Until the first building, now known as "Old Main," was ready for use in 1860 the school was housed in Major's Hall, Bloomington. The Main Building was the largest and best in the United States at the time of its completion and is now the oldest in use for normal school purposes. New buildings have been added from time to time to meet the ever-increasing demands for more and better-prepared teachers, until now nine major buildings are used to their full capacity to carry on the work of the University.

DEVELOPMENT OF CURRICULA

From 1857 to 1900 there was practically but one curriculum at the Illinois State Normal University. It was comparatively elementary and could be completed by the average student in three years. It led to the normal school diploma, and was required of everyone who graduated.

Students who expected to teach classes of high school grade usually took additional advanced elective courses for that purpose in addition to the requirements for a diploma.

After 1900 two-year curricula, and, at a slightly later date, four-year curricula were organized to meet the needs of those who wished to prepare for some special position in the teaching field.

Today there are fifteen four-year curricula and four two-year curricula.

In 1907 the legislature of Illinois authorized the Illinois State Normal University to confer the degree of Bachelor of Education on the completion of four years of college work above a standard four-year secondary school. The first degree was conferred in 1908.

RANK IN ACCREDITING ASSOCIATIONS

The Illinois State Normal University is accredited by the North Central Association of Colleges and Secondary Schools as a degree-granting institution. The University is likewise accredited by the American Association of Teachers Colleges. Graduates of the University are thus eligible to teach in any secondary school in this state and in other states.

BUILDINGS, CAMPUS AND GENERAL EQUIPMENT

THE UNIVERSITY CAMPUS

The Illinois State Normal University is fortunate in possessing a college campus which is one of the most beautiful in the Middle West. Looking southward from the Main Building, one sees a vista stretching almost the full length of the campus skirted on each side with an irregular line of trees so naturally grouped that they give the impression of a native woodland. Most of these trees were planted soon after the University was established and are at least sixty years old.

The University is indebted to the vision of Jesse W. Fell for the artistic effect gained in planting this bit of Illinois prairie. He insisted upon having a landscape gardener plan the planting and in 1857 sent to Philadelphia to secure such an artist. Such vision was remarkable in those days. Illinois was a frontier state and few persons had even heard of a landscape artist. The planting was done in 1867.

The great variety of trees and shrubs with the birds and insects that they attract afford a rich field of study for the nature-study and biology classes. At the same time the extensive campus offers opportunities for all kinds of out-door sports. Tennis, volleyball, basketball, hockey, baseball, and football, all have a place on the grounds. So from the standpoint of usefulness, as well as beauty, the campus adds much to the enjoyment of student life in Normal.

THE UNIVERSITY FARM

The demonstration farm of the Illinois State Normal University, which is carried on under the direction of the Division of Agricultural Education, lies within one block of the campus and consists of ninety-three acres of choice land for the various cultivated crops and pastures adapted to the Corn Belt Region. The land in this farm has been owned by the Illinois State Normal University since its founding in 1857. This farm is one of the original twenty farms upon which, by cooperation with the United States Department of Agriculture, was formulated the McLean County swine sanitation system. This practical program of swine management has spread throughout the states in the central Mississippi Valley.

The purpose of this farm is that of an agricultural laboratory on which may be demonstrated good farming methods for the benefit of students taking the courses in agriculture.

The farm is best equipped for dairying, a feature which increases the activities of the farm and adds to the student's possibilities of practice and observation. Pure-bred dairy cattle, swine and poultry are grown.

The farm is equipped with a modern house, barns, and other farm buildings, and sufficient modern machinery for a farm of its size.



UNIVERSITY LIBRARY



COMMERCE BUILDING
("Old Castle")

A five-field rotation is carried on, and a careful and thorough system of farm bookkeeping is followed, recording all data of costs and receipts. These records are available to students in agriculture, enabling them to study scientific farming from the business point of view.

THE UNIVERSITY GARDEN

The University offers excellent opportunity for gardening and plant study. A garden-laboratory occupies a block between University Street and Main Street, bordering the northwest corner of the campus. This large garden is divided into a number of individual plots which become laboratories for various nature study and biology classes of the University and for the first six grades of the Training School.

Instruction in the preparation of seed beds, indoor planting in the University green house, transplanting, cultivation and propagation is made possible by maintaining such a garden. A great number of varieties of both flowers and vegetables are planted so that identification of the more common species of flowers and vegetables along with the more recently introduced varieties is made possible. The garden also offers excellent facility for structural studies of the various flowers and vegetables for the biology classes of the University.

Student teachers are given actual experience in teaching gardening to training school classes. A children's garden club known as "The Alice Jean Patterson Children's Garden Club" is maintained jointly by the Woman's Improvement League of Normal, the public schools of Normal and the University. Children of both the public schools of Normal and of the Training School of the University are eligible to membership in this club which now has a membership of more than five hundred school children. A paid garden supervisor supervises the work of this club during the summer. The garden club fosters a large flower and vegetable exhibit in the fall.

MAIN BUILDING

The Main Building, one of the land-marks of central Illinois, lovingly referred to by the alumni as "Old Main," is an imposing structure 160 by 100 feet, surmounted by a clock-tower visible for miles around. In it are located most of the administration offices, a study hall accommodating three hundred students, the Philadelphian and Wrightonian society halls, and twenty classrooms used chiefly for classes in education, mathematics, history, sociology, economics, literature, English, music, reading and public speaking.

FELL HALL

Fell Hall, an attractive three-story red brick building of colonial type, is the residence hall for women.

The drawing room, dining room and reception rooms on the ground floor, invite residents and their friends to sociability and comfort. Various

organizations on the campus avail themselves of the opportunity to use these rooms.

The rooms for students are simple, substantial, in good taste, and carefully planned for comfort and convenience. Each room has been provided with a lavatory and a full-length mirror, and double rooms have a closet and a study desk for each girl. The single beds, which are white enamel, can be made up into couches in the daytime. Dressers, tables and chairs are of fumed oak in mission style; couch covers, rugs and draperies harmonize to give a homelike atmosphere. The Hall affords laundry facilities, privileges of a kitchenette on each floor, and a comfortable library.

Every effort has been made to equip the building so that the life of its residents will be conducive to social development, good study habits, sound health and fine womanhood generally.

COMMERCE BUILDING

The "Old Castle" is a rambling, gray stone structure of solid and substantial construction, topped by towers and battlements typical of the middle ages. The lower floor is given over to a gymnasium with locker and shower rooms, now used by the pupils of the training schools. The school physician has offices on this floor.

The second and third floors accommodate the work of the Division of Commerce Education. On the second floor there are four recitation rooms and two instructors' offices. Here will be found the equipment in accounting and that for other commercial classes in the University High School, and one room which is used for the university classes in elementary accountancy. Modern steel furniture has been installed in the high school section and the elementary accountancy students do their work on neat sanitary desks of quarter-sawed oak.

At the top of the winding oak staircase on the third floor are two rooms of the mezzanine type, one a conference room and the other the office of the high school commercial supervisor. Farther up and around another turn of the stair adjoining a wide hall, is the office of the director of the Division, equipped as that of a business executive with desks, files, and office machines of the latest type. The remainder of the third floor is divided into four lecture and equipment rooms and one large office. One of these rooms is used for shorthand instruction and technique and is equipped with steel desk chairs. Another room holds the equipment in typewriting and office training, and throughout the day is a hive of industry. Two other rooms are devoted to recitation and lecture work and are furnished with tablet arm chairs of a sturdy and attractive model. The office and laboratory of the teaching staff in secretarial science has modern desks, files, and special equipment for mimeographing and multigraphing.

The use of this entire building, except the gymnasium, for the work in commerce provides exceptional facilities for preparing teachers in this subject.

THE UNIVERSITY LIBRARY

The University Library was established on December 23, 1858, when President Charles E. Hovey, the first president of the University, accepted the gift of 197 volumes, over half of which were government documents. Two years later 500 scientific books were added, the property of the Illinois Natural History Society. From this beginning the collection has grown to over 51,000 bound volumes with a yearly increase of about 3000 titles. It also contains 26,303 pamphlets and a picture collection of 8,275 items. These are classified and catalogued so as to be easily accessible to the student body. In addition the Library receives 260 American and foreign periodicals and newspapers.

The Library Building is the second oldest on the campus. Built originally for the training school, it was remodeled in 1917 to make the present library.

On the second floor is the reading room. The walls are lined with bound periodicals published since 1915, a collection of general reference books, and special books on history and sociology. Here, too, is found a selection of books especially suited to leisure reading. The steel stack of five levels houses 40,000 volumes and is open to students by special permission.

The Library has the following gift collections: a collection of eighteenth and nineteenth century books on agriculture, the gift of W. S. Mills of the class of 1875; the Alice Jean Patterson collection of nature study books; the McCormick collection of history; the Feek collection of general literature, the gift of John Lester Feek, who attended the University for a time as a member of the Class of 1924; and the H. B. Fisher collection, made up mostly of books on education, presented to the library by Mrs. H. B. Fisher.

A library staff composed of a librarian and four assistant librarians is on duty to aid students in the use of the library. There is also a student staff of fifteen. The Library is open from 7:30 A.M. to 9:30 P.M., from Monday through Friday, and from 7:30 A.M. to 5:00 P.M. on Saturday.

Special library regulations are posted on the library bulletin board.

INDUSTRIAL EDUCATION BUILDING

The Manual Arts Building was built largely during the year 1908 to furnish the growing school with a larger and more attractive auditorium and to house various departments such as industrial arts, home economics, and the fine and applied arts.

The auditorium is a well lighted room which seats 1100 people and is located on the second floor. This is now called the Capen Auditorium in honor of a former member of the State Normal School Board, Mr. Charles L. Capen of Bloomington, who was a devoted friend of the University for many years. An organ with electrical action is part of the equipment of the auditorium.

The lower floor of the building is used for shops, drafting rooms, and classrooms for the Division of Industrial Education, except two rooms used for applied design and pottery.

The second floor furnishes rooms for home economics and fine arts.

On the third floor are found a garment-making room belonging to the division of home economics and several rooms now used for class work in psychology.

The equipment of the manual arts building has been the best that could be secured when purchased and has been kept in repair and made more complete from time to time. The woodworking shop contains machinery such as a surfacer, jointer, universal circular saw, trimmer, knife grinder, mortise machine, band saw, eight lathes, and about 30 Toles benches. The machines are all electrically driven. Special rooms for lumber and wood-finishing are provided near the shops. Two drafting rooms are located on the north side of the building.

The art department with its new equipment of up-to-date tables and stools has added to its efficiency in various ways.

The home economics division has a carefully selected kitchen equipment, a dining room, and a sewing or garment room in addition to an office and class room.

TRAINING SCHOOL BUILDING

The campus training school building is a three-story brick structure of modern design. It is located just east of the Main Building with which it is connected by a bridge. This building is occupied by the kindergarten, primary, intermediate and grammar grades, and the University High School.

The first floor consists of the kindergarten rooms and other units. The kindergarten occupies two large rooms at the east end of this floor. West of the kindergarten rooms there are two large play rooms for boys and girls respectively. In addition there are four class rooms, a kitchen for home economics, a room for agriculture, and two offices. There are toilets for boys and girls on each floor.

The second floor consists of four units that are occupied by the first four grades, and other rooms. The units occupied by the first four grades are located in the four corners of the floor. Each unit consists of a large study and recitation room, a class room, and an office for the supervisor. In addition to these units for the four elementary grades, there are a large study hall for the high school and three administrative and supervisory offices.

The third floor consists of four units that are occupied by the four upper grades, and other rooms. These units, as on the second floor, occupy the four corners of this floor. Each of these units consists of a large class room, a recitation room, and an office for the supervisor. In addition to these four units, there are two large recitation rooms, an office for the university nurse, and a small recitation room for individual work.

The various departmental units are well equipped. The kindergarten possesses a piano, blocks of various size, sand tables, and other suitable materials. Each of the grades has many sets of supplementary books and maps. There is a piano on each floor for the use of the grades. A large Keystone Lantern with slides is available for the entire school. Sets of

method books and other educational books are available for the supervisors and practice teachers.

McCORMICK ATHLETIC FIELD

The McCormick Athletic Field is one of the largest and best in the Illinois Intercollegiate Athletic Conference. It occupies eight acres at the south end of the campus, lying along University Avenue immediately adjoining the McCormick Gymnasium.

The athletic field is entirely enclosed by a Chain-Link fence seven feet in height, with gates at convenient points for the admission of spectators.

A door of the gymnasium from the men's shower room opens directly onto the field, so that when desirable the field may be entirely closed to spectators when practice sessions are being conducted. The field is excellently equipped for varsity and intramural sports and contains a number of practice fields which serve as the training ground for a large number of students taking work in athletics and physical education.

Along the west side is located the varsity football field and an excellent quarter mile cinder track. Immediately south of the gymnasium is the varsity baseball diamond and practice football field. Numerous play areas for minor sports are located conveniently along the north end of the field. During the fall and spring months the outdoor facilities of McCormick Field are used to capacity throughout the day for required activities and intramural and varsity athletics.

Present plans call for the extension of the facilities of McCormick Field to include a new practice field for soccer and football and the addition of a 220-yard straight-away to the track.

McCORMICK GYMNASIUM

The new Henry McCormick Gymnasium was erected in 1925 and is one of the finest gymnasium buildings in the state. The building is a thoroughly modern two-story brick structure trimmed with gray stone. It is located on a slight natural elevation on the lower campus and is surrounded by stately elms and pines. Facing the east the building overlooks the wide expanse of the main campus extending south from the Old Main Building.

The building is arranged in two units so that the offices and classrooms are separated from the gymnasiums. The women occupy the north half of the entire building and the men occupy the south half. The main floor of the east unit contains the offices, shower and dressing rooms for the instructors, store rooms, and toilet facilities.

In the main lobby are stairways leading to the second floor where there are two large class rooms, a dance studio, a completely equipped physical examination and therapeutic room, and a store room.

The first floor of the main unit contains the dressing rooms. On the men's side the locker room provides space for 1000 lockers. There are two large team rooms, a boxing and wrestling room, shower rooms con-

taining a battery of 20 showers, each individually adjustable, drying rooms for athletic equipment, a large supply and store room, and toilet facilities. On the women's side the main locker room provides individual lockers for 860 girls, private dressing rooms, private shower booths, corrective exercise room, club room, supply room, and toilet facilities.

Stairways lead from the dressing rooms to the gymnasiums on the second floor. The women's gymnasium is 60 by 90 feet and is well equipped to provide adequate training in the various types of activities offered. The men's gymnasium is 90 by 120 feet and is completely equipped. Two large dividing nets are suspended so that they may be lowered to form three separate playing spaces of 40 by 90 feet for intramural or class work. A canvas partition can be drawn through the middle of the gymnasium dividing it into two larger floor spaces when more room for class work is desired.

A spacious storeroom for bleachers and gymnastic apparatus opens into the main gymnasium from the east unit thus permitting a rapid removal of all apparatus or bleachers from the gymnasium floor so that it may be used without obstruction. The seating capacity of the gymnasium is approximately 1600.

NEW SCIENCE BUILDING

The David Felmley Hall of Science, dedicated October 10, 1930, is a three-story brick building, trimmed with stone, located east of the Library Building and north of the Thomas Metcalf Building. This building is devoted wholly to science and gives the University exceptional facilities for the preparation of high school science teachers. Here are located commodious lecture rooms, class rooms, and laboratories with the best of modern equipment.

The first floor is used for the subjects of nature study and physics.

The two rooms devoted to nature study are arranged for both laboratory and class room work. These rooms are well provided with sinks, running water for aquariums, gas, and alternating and direct currents. The location of these rooms on the ground floor gives easy access to the campus for a first hand study of materials.

A large room, which is used by the University High School for physics, is equipped for both class room and laboratory work; it was designed and equipped with the purpose of serving as a model high-school physics room. It is well stocked with practical but inexpensive apparatus. It is here that majors in physics get their student teaching experience in high-school physics.

For the work in college physics a lecture room, a recitation room, two laboratories, three dark rooms, a shop, and a store room are provided. In addition to an ample supply of the usual plumbing conveniences, these rooms are supplied with compressed air, vacuum, high pressure steam, and distilled water outlets.

On the second floor are located the class rooms for biology. This subject is taught in four large laboratories equipped with modern tables providing individual drawer space for the students. In the zoology labora-



DAVID FELMLEY HALL OF SCIENCE



UNIVERSITY FARM

ILLINOIS STATE NORMAL UNIVERSITY

tory trapezoidal tables are used which make it possible for students sitting away from the windows to have adequate light facilities. The bacteriological laboratory is equipped with alberene topped tables and with apparatus required for work in bacteriology. All laboratories are supplied with microscopes and other apparatus and materials necessary for efficient work in the biological sciences.

The high-school biological laboratory has its own complete set of equipment. In addition to the laboratories there are three large recitation rooms and a store room for supplies in biology.

On this floor are also located the office of the dean of men and the biology offices.

The chemistry classrooms occupy the third floor of the building. Here are located four large laboratories furnishing quarters for courses in general inorganic chemistry, organic and physiological, and analytical and physical chemistry. High-school classes are accommodated in one of the general chemistry laboratories.

In addition there are two recitation and lecture rooms, a commodious store room, dark room, two balance rooms, and three combined offices and research laboratories, the latter for use of members of the staff.

The laboratories are equipped with furniture of special design consisting of alberene table tops and sinks, duriron plumbing, hot and cold water, gas, electricity, steam, compressed air and vacuum, and distilled water, the last piped from a 300 gallon storage tank supplied by a steam operated still in the attic. The laboratories have ample fume chamber capacity and are ventilated by means of electrically driven duriron fans capable of changing the air in the rooms at the rate of five times per hour.

An automatic Otis elevator connects the various floors of the building with reserve apparatus store rooms in the basement. In addition to chemistry classes in the University High School the third floor also quarters the freshman high school classes in general science, thus offering excellent opportunities for teacher training in the sciences.

The laboratories are well equipped with apparatus for carrying on the work undertaken.

UNIVERSITY GREENHOUSE

The University now owns a large Plant House located east of the new Science Building. An appropriation has been made by the legislature for a new Plant House and a second appropriation for an additional sum has been requested of the Legislature.

Plans for the new University greenhouse have been made and it is expected that in the near future there will be completed in the center of the school garden a very attractive and practical greenhouse layout costing approximately \$16,000 and composed of the following units or sections: a service building and tool house combined; one or two growing house units; and a palm house and conservatory combined. The service building will be constructed of brick to correspond with the newer buildings on the main campus and the remaining units will be of the most modern steel frame and glass construction.

The greenhouse, under supervision of the Division of Agricultural Education, is designed to serve two main purposes: first, as a laboratory in which to train teachers and investigators of problems of propagation and growth of plants; and second, as a storage place for plants in the winter season.

The special branch of horticulture which has for its object the production of plants under more or less artificial conditions of light, heat, moisture, and soil has come to be generally known as the growing of plants under glass. This new greenhouse will serve well as a laboratory where work can be carried on in the propagation and growth of plants as well as the making and care of hotbeds and cold frames. Also, a study of the principles and practices of growing potted plants and cut flowers including some work in cut-flower arrangement and design will be available. The use of plants and flowers for beautifying both private and public properties has become so common that it is highly desirable to have a modern greenhouse in such an institution as this for instructional purposes.

CENTRAL HEATING PLANT

The central heating plant of the University supplying heat and hot water for the several buildings as well as steam for the operation of the deep-well pump, is housed in a modern brick building.

The equipment consists of two Springfield and one Kroschell water tube boilers with a combined capacity of 1095 horse power, together with a Link-Belt Company coal and ash handling unit and Illinois chain grate stokers, boiler feed, vacuum and circulating pumps, one boiler feed water heater and the necessary tools and accessories. The complete plant is valued at \$150,000.

A well 243 feet deep located at the building furnishes water for the use of the University.

The capacity of the unit is sufficient to supply ample heat to all the buildings.

WITHERS PUBLIC LIBRARY OF BLOOMINGTON

The Withers Public Library of Bloomington extends a cordial welcome to all students and members of the faculty of the University. Its reference shelves and magazine files may be used at any time, and loan cards may be secured upon the same basis that other residents of Normal enjoy. This basis is that the borrower shall pay two dollars per year for his card.

ENTRANCE AND ADVANCEMENT IN SCHOOL REQUIREMENTS FOR ADMISSION

Entrance requirements are stated in terms of units of high-school work, a term which should not be confused with the term credit as applied to college work. A high-school unit represents the work of one hundred eighty class periods of forty minutes each. Two laboratory periods in any science or shop subject are considered equivalent to one class period. In a number of subjects half-units may be presented. In closely allied subjects such as botany and zoology, not usually taught throughout an entire year, units may be constructed by combining the respective time values of the two subjects.

GENERAL REQUIREMENTS

An applicant for admission to the University must be at least sixteen years of age but the dean may admit, on petition, a student over fifteen years but less than sixteen, who meets the requirements for admission and who is to reside, after admission to the University, with his parents, or his guardians, or with someone chosen by them.

Students may be admitted at the beginning of each of the three quarters or at the opening of the summer term. Students may enter to the best advantage, however, at the opening of the school year in September.

Fifteen units, distributed as indicated below, are required for admission. Students offering only one foreign language must present at least two units. They must have two units in one foreign language before one unit in another language may be credited. In exceptional cases, however, one unit in a single foreign language may be offered as an optional subject.

GROUP A: REQUIRED SUBJECTS

- I. The following units are required of all:
 - (a) **English**, three units
- II. Two units must be presented from each of two of the following:
 - (a) **Mathematics**, two units
 - (b) **Foreign Language**, two units
 - (c) **Natural Science**, two units
 - (d) **Social Science**, two units

The two units in mathematics must consist of either one unit in algebra and one unit in plane geometry, or two units of correlated or general mathematics.

- III. In addition to the units required under I and II above, a sufficient number of units to make up the fifteen must be offered from Groups B and C. Not more than four units, however, may be offered from Group C.

GROUP B: GENERAL ELECTIVES

Latin, one, two, three, or four units
Greek, one, two, three, or four units
French, one, two, three, or four units
German, one, two, three, or four units
Spanish, one, two, three, or four units
Italian, one, two, or three units
English (4th unit), one unit
Advanced algebra, one-half or one unit
Solid geometry, one-half unit
Trigonometry, one-half unit
Greek and Roman history, one-half or one unit
Medieval and modern history, one-half or one unit.
English history, one-half or one unit
American history, one-half or one unit
Civics, one-half or one unit
Economics and economic history, one-half or one unit
Commercial geography, one-half or one unit
Other social science, one-half or one unit
Physiography, one-half or one unit
Physiology, one-half or one unit
Zoology, one-half or one unit
Biology, one-half or one unit
Botany, one-half or one unit
Physics, one or two units
Chemistry, one-half, one or two units
General science, one unit

GROUP C: SPECIAL ELECTIVES

(Only four units may be chosen from this group)

Astronomy, one-half unit
Geology, one-half or one unit
Agriculture, one, two, three, or four units
Bookkeeping, one unit
Business law, one-half unit
Commercial Arithmetic, one-half unit
Home economics, one, two, three, or four units
Speech, one-half or one unit
Drawing, art and design, one-half or one unit
Industrial arts, one, two, three, or four units
Foreign language (other than those of Group B) one or two units
Music, one or two units
Shorthand, one or two units
Typewriting, one-half or one unit
Optional, one unit

SUBJECTS RECOMMENDED FOR ADMISSION

It is strongly recommended that in Group A, under II, mathematics be offered. The requirements of graduate schools are such that students who do not offer the usual two units in mathematics will be greatly handicapped if they plan to pursue their studies beyond the baccalaureate degree. The University assumes no responsibility for students who fail to gain admission to graduate schools if they have not presented two units of mathematics for admission. If mathematics is chosen, the other two units required under II in Group A may be selected from any one of the three subjects listed.

Students who plan to major in any subject listed in the admission requirements are advised to offer for admission the maximum number of units in that subject.

METHODS OF ADMISSION

There are three general methods by which admission to the University may be secured:

1. By presentation of a certificate of graduation from an accredited or recognized high school, with the required distribution of work.
2. By submitting evidence of studies successfully pursued in an institution of higher education.
3. By qualifying as an unclassified adult special student.

ADMISSION BY CERTIFICATE

A candidate for admission by certificate must be a graduate of an accredited secondary school, or have fifteen acceptable units and the approval of the dean of the University. Not more than twelve units will be accepted from a three year high school.

An applicant who has attended but who has not been graduated from an accredited school must pass entrance examinations in the following subjects amounting to five units as follows: English, one unit; additional subjects, four units.

The additional subjects mentioned above will be designated by the university authorities. The remaining ten units necessary to make up the fifteen units required for admission may also be made in entrance examinations or may be offered by certificate from an accredited school.

Blank certificates for students wishing to enter the University by certificate from an accredited high school or academy may be had of the registrar. They should be obtained early and should be filled out and sent to the registrar for approval as soon as possible after the close of the high-school year in June.

The registrar will endeavor to notify a student of his status promptly on receipt of his certificate. However, because of the rush of business, it is sometimes impossible to send such notices in cases where certificates do not arrive until the week prior to the opening of the University.

Applicants for admission who have had any work whatsoever in another institution of higher education, regardless of whether or not they wish to receive credit for it must submit complete credentials of both their high school work and college work. All such transcripts should be sent at least six weeks preceding the opening of the session in which the student desires to enter.

Entrance credits will also be accepted on certificate from the following sources:

1. From schools accredited by the North Central Association of Colleges and Secondary Schools.
2. From schools accredited to the state universities which are included in the membership of the North Central Association of Colleges and Secondary Schools, provided the certificate shows that the Illinois standard time requirements have been met.
3. From schools accredited by the Southern Association of Colleges and Secondary Schools.
4. From schools approved by the New England College Entrance Certificate Board.
5. From high schools and academies registered by the Regents of the University of the State of New York.

The University will not issue a permit to enter except on the basis of official detailed credentials filed in advance.

ADMISSION WITH ADVANCED STANDING

A person who has attended another college or university of recognized standing will be considered for admission to this University on presenting: a) a transcript of his college record, b) a certificate of honorable dismissal from the institution from which he comes, and, c) an official statement of his preparatory school work.

No substitutes will be accepted for the high school subjects prescribed by the University or for the requirement of high-school graduation, except that a) A Student who comes from an institution rated in Class A by the University of Illinois with a record of thirty hours without failures and with an average grade ten per cent above the passing grade of the college, may be matriculated in the University irrespective of deficiencies in prescribed subjects (except when necessary as prerequisites for advanced work to be taken here) or high school graduation. b) The registrar is authorized to waive the high school graduation requirement, but not the subject requirements, in the case of a transfer student who has completed a year of satisfactory work in a college, normal school, or junior college rated in Class A or Class B by the University of Illinois.

After matriculation an applicant may secure advanced standing either by examination or by transfer of credits.

1. Advanced standing is granted only by examination unless the applicant comes from an approved school.
2. Credits may be accepted for advanced standing from another university or college or a junior college of recognized standing or from a

state normal school. An applicant for advanced standing by transfer must present a certified record of work done in the institution from which he comes, accompanied by a summary of his preparatory work and by a letter of honorable dismissal. Students intending to transfer to the University should send their credentials to the registrar as early in the summer as possible.

ADMISSION OF UNCLASSIFIED STUDENTS

Persons over twenty-one years of age may be admitted as unclassified students provided they secure the approval of the dean. They must give evidence that they possess the requisite information and ability to pursue profitably, as unclassified students, their chosen subjects.

An applicant for admission to the University who is not a legal resident of Illinois is required to present with his application for admission to the University, except as an unclassified student, satisfactory evidence that he maintained at the school or college which he last attended prior to seeking entrance to the University a full schedule of studies with a scholastic average at least ten percent above the passing grade of such school or college. In case of records which are not kept in numerical grades but in literal or other systems of grading this requirement will be interpreted to mean an average of one grade above the passing grade.

No one may enroll as an unclassified student in the University for more than two years, except by special permission, application for which must be made to the dean of the University.

ADMISSION FROM UNACCREDITED OR UNRECOGNIZED SECONDARY SCHOOLS

Graduates of four-year non-accredited or non-recognized secondary schools in Illinois who have satisfied the full requirements for admission to the University may be admitted on probation without examination upon recommendation of the principal.

GENERAL PROVISIONS CONCERNING ADVANCED CREDIT

Credit in the form of advanced standing will be granted for work satisfactorily completed in other teachers colleges, and other colleges and universities of recognized standing only to the extent that such work satisfies the requirements of curricula of this University. But students who come from other teachers colleges, normal schools, colleges, or universities, bringing credit which is the full and fair equivalent of work required in the various curricula here, may receive credit for the work which they have taken.

A student who has been dropped from another institution may not enter here until such a time as he would be readmitted to the institution from which he was dropped. No student will be admitted from another institution unless he presents a letter of honorable dismissal from that institution.

Students who wish to earn credits by extension or correspondence with other institutions to be transferred should have such courses approved before taking them.

All cases of desired advanced standing or credit are dealt with on the principle of equivalence of work and quarter hours.

All students who bring acceptable advanced credit and who desire to earn the degree of the University must meet all of the requirements for the degree regardless of the amount of credit which they have.

Credits may not be transferred from one curriculum to another except in a case in which a course is the full and fair equivalent in content for a course in the curriculum to which the student transfers.

No student is given the diploma or degree of the University who has not completed one full year of work in residence.

No credit will be granted for work not taken by actual classroom attendance in residence, unless earned in a regular way through correspondence or extension study.

No college credit toward a degree will be given for work done in a secondary school in excess of the fifteen units required for admission except when such work is definitely post-graduate and offered as an organized curriculum and then only if such work is recognized as being of collegiate level and accepted for credit toward a degree by the state university of the state in which the secondary school is located.

No college credit is given for teaching experience.

College credit is not granted for grades on teachers certificates.

REGISTRATION

Monday, September 10, 1934, and the two following days constitute "Freshman Days," which are devoted to introducing the new student to the life of the Teachers College. The program includes registration and enrollment, addresses by members of the faculty, brief tests in English, history, arithmetic, spelling, and general intelligence, and a series of social entertainments. All freshmen should assemble in Capen Auditorium at 8:00 A.M., Monday, and are required to stay on through the entire registration period. Upper-class students are due on Wednesday. Classes begin on Thursday.

New students should be present in the morning of registration day to register in the office, to pay their term fees, to consult with the appropriate committee in regard to their program of studies, to enroll in their various classes, to consult with teachers in regard to their studies, to purchase their textbooks and to get their assignments.

Students upon arrival in Normal on registration day should come directly to Capen Auditorium at the University.

REQUIREMENTS FOR GRADUATION

Diplomas are granted upon completion of any one of the two year curricula. The degree of Bachelor of Education is conferred upon students who complete any of the four-year curricula.

Candidates for graduation shall, at the beginning of the year in September, file with the registrar the program of studies they desire to follow during the sophomore or senior year, as the case may be. This program must accord with the general daily programs for the various terms and the general regulations of the University. If the student desires to make substitutions not provided for by the general rules, his request must be approved by the dean of the University.

No student may receive the diploma or the degree unless three-fourths of his work has received a grade of 75 or higher.

Before receiving a degree at least one year of work on the senior college level must be done in this university. All graduates from any curriculum must complete their last course or courses in this university.

Before a diploma is granted from any two-year course at least one year of work, including the last course or courses, must be taken in this university.

Not more than one-fourth of the total number of credits required for graduation may be earned through extension or correspondence work and not more than one-eighth through correspondence.

Candidates for graduation in June should see that all conditions and deficiencies are removed by the end of the eighth week of the spring quarter.

Students transferring with degrees from other accredited colleges or universities may earn a Bachelor of Education degree in this University by completing a minimum of one year (36 weeks—48 quarter hours) in residence. Thirty-two quarter hours of education and practice teaching are required. The content of the year's work must meet the approval of the Dean of the University.

Candidates for graduation are expected to be present at the graduating exercises to receive their diplomas or degrees in person.

STUDENT LIFE AND EXPENSES

NORMAL AS A LOCATION

Normal is an attractive suburban residential town with a population of about 7,000 people. It adjoins Bloomington, a thriving city of 31,000 population. The two communities, originally only a mile and a half apart, have grown together and merged into one city, although they have separate municipal organizations. With their wide paved streets flanked by beautiful trees, their comfortable homes set in lawns studded with flowers and shrubbery, they offer suitable surroundings for the Illinois State Normal University. Situated as it is in the geographical center of Illinois it is strategically placed for convenience of access and for future development,

Normal and Bloomington are on three railroad systems, the Alton, the New York Central, and the Illinois Central. There are also the inter-urban lines of the Illinois Terminal System. Several state and federal highways lead into the two cities, making the University easily accessible to all parts of Illinois.

Lake Bloomington to the north of Normal, the parks, and the golf-links in and around Bloomington and Normal, added to the facilities of the beautiful and spacious university campus of fifty-six acres, afford opportunities for out-door sports and recreational activities for the students and faculty.

The material advantages in the location of the Illinois State Normal University are enhanced by the unusual intellectual and aesthetic aspects of its environment. The communities are distinctly literary and musical centers. The University contributes its full quota to these cultural elements in the civic life of the two cities.

The situation is healthful, the site high and well-drained. The town of Normal is provided with excellent water, sewers, paved streets, gas and electric lights. Commodious homes with ample accommodations for 1,500 students stand within easy walking distance of the University. An electric railway and bus line connect Normal and Bloomington.

State highways 2 and 4 intersect at Normal and a great system of cement highways leading to all parts of the state center at Bloomington.

Few cities in the country offer as great opportunities for an attractive and profitable student life as do these twin cities of Illinois located in the center of the Great Corn Belt in one of the richest agricultural regions in the world.

LIVING CONDITIONS

Students not living at home or with relatives are required to room at approved houses. Lists of approved rooming-houses are kept at the offices of the Dean of Women and the Dean of Men. Students should consult them before engaging rooms.

A written rooming agreement, strictly defining the terms on which rooms are rented, is required of both men and women students. The col-



FELL HALL
(Residence Hall for Women)



SMITH HALL
(Residence Hall for Men)

lege furnishes standardized forms which are signed by both student and householder, and then filed, in the case of women students, with the Dean of Women, in the case of men students, with the Dean of Men. On the back of these rooming agreements are printed the house rules which have been formulated by the college and accepted by the householders. These house rules become a bona fide part of the agreement and are equally binding upon both student and householder.

Modern rooms large enough for two persons rent for \$4.00 to \$5.00 a week. Similar single rooms rent for \$2.50 to \$3.00 a week. The cost of rooms with light housekeeping privileges is about \$2.00 to \$2.75 a week for each student.

Board costs \$4.00 to \$4.50 a week.

Fell Hall, the women's dormitory, affords rooming and boarding accommodations for women students attending the University. It is primarily a residence hall for freshmen women. Besides the freshmen women there are twenty-one honor residents, who having attended the teachers college for at least three quarters, are invited to live in the Hall because of outstanding scholarship, leadership, and personality.

Students desiring rooms in Fell Hall should address the Director of Fell Hall or the Dean of Women for a floor plan and a statement of rules governing the renting of rooms there. The cost of board and room in Fell Hall averages \$7.00 per week.

SOCIAL LIFE AND REGULATIONS

The University has a full calendar of social functions during the year, the objective of which is to satisfy the social needs of each and every student. Faculty and students cooperate in the making and functioning of the social calendar. The college holds that a very important phase of college instruction is the social training which a student receives in connection with the activities of the institution. The student social life of the University is under the careful and thorough supervision of the faculty. The various student organizations in the University offer their benefits not only to those whose abilities are already developed, but to all who wish to participate. It is as important that latent talent and undiscovered ability be found and developed as it is that talent already developed be further promoted by the activities of the University.

In its social functions the University fosters proper social usage and strives to teach propriety and democratic dignity informally, yet effectively. The social functions of the University are conducted mostly by students under faculty direction and it is intended that every student shall participate in them. These activities tend to develop in the student many valuable qualities which constitute the teaching personality of the teachers college graduate.

It is expected and required of students that they observe the customs which prevail in good society. The adult attitude on the part of students is encouraged and they are held responsible for their conduct wherever they may be, on the college campus, or elsewhere.

Regulations governing the social life in the rooming houses, the hours kept, the callers permitted, etc., are stated in the house rules printed on the rooming agreements. No rooming house is approved by the college unless the householder agrees to observe all of the regulations which pertain to the home life of the students, and to notify the college when students do not conform to these regulations.

STUDENT ORGANIZATIONS AND ACTIVITIES

THE STUDENT COUNCIL

The Student Council is a representative body made up of two freshmen, three sophomores, three juniors, four seniors, the editors of the Vidette and Index, and the President. Its function is to discuss plans for improving the conditions and character of student life, and to make recommendations to the administration. The Student Council has the power to make nominations for all general school offices, and sponsors the school elections.

THE WOMEN'S LEAGUE

Every woman student is automatically a member of the Women's League. Through its various committees the Women's League makes it possible for the women of the student body to function as a unified group with reference to their social, ethical, and civic interests. Everything which touches the life of the women of the school is of interest to the Women's League, and every girl may be allied with some committee for the promotion of its special activities in the interest of the entire group.

THE VARSITY CLUB

The Varsity Club is an organization on the campus to which all men of the campus are eligible. The club pledges itself to promote the most wholesome sort of good fellowship among men of the campus, to encourage more men to come to Normal University, loyally to support athletics and all other worthy enterprises of the University, and to stand for those things which tend toward a fuller manhood in its broadest meaning.

THE NEWMAN CLUB

The Newman Club is an organization whose purpose is to bring the Catholic students of the University into a close bond of friendship.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The Young Women's Christian Association at Normal was the first student Y.W.C.A. in the world. From the time it was organized in 1872 by a small circle which met in the "White Room" of the Main Building, the Association has sought to help the girls of the school to strengthen their ideals of religion and service through study and active work. Any girl in school may become a member provided she is in sympathy with the purpose of the Association.

WOMEN'S ATHLETIC ASSOCIATION

The Women's Athletic Association is a local chapter of a great national organization which is seeking to produce a higher standard of American womanhood among college women of America. It aims to achieve this ideal through the physical, mental, and social development which women gain in cooperative recreational activities.

LITERARY SOCIETIES

There are only two literary societies in the University, Philadelphia and Wrightonia. Every person who enters the University for the first time for the autumn, winter or spring quarter becomes a nominal member of one of these societies. Active membership in each society is limited to thirty-five. A person is elected to active membership in the society of which he is a nominal member if, after appearing in a tryout number in music or speaking, he receives the favorable vote of the active members of the society.

DEPARTMENTAL CLUBS

1. Art Club	10. Jesters
2. Blackfriars	11. Kindergarten Club
3. Commerce Club	12. Latin Club
4. French Club	13. Lowell Mason Club
5. Hieronymus Club	14. Nature Study Club
6. Home Economics Club	15. The Press
7. Hopkins Agriculture Club	16. Science Club
8. Industrial Arts Club	17. Social Science Club
9. Intermediate Club	

HONORARY SOCIETIES

1. Gamma Phi	6. Kappa Phi Kappa
2. Gamma Theta Upsilon	7. Pi Gamma Mu
3. Kappa Delta Epsilon	8. Pi Kappa Delta
4. Kappa Delta Pi	9. Pi Omega Pi
5. Kappa Mu Epsilon	10. Theta Alpha Phi

SPECIAL ORGANIZATIONS

1. Band	9. Orchesis
2. Cardinals	10. Orchestra
3. Choral Club	11. University Theatre
4. Fell Hall	12. Women's Debate Club
5. Maize Grange	13. Women's Glee Club
6. Men's Debate Club	14. Women's Physical Education Club
7. Men's Glee Club	
8. "N" Club	

ATHLETICS FOR MEN

The Illinois State Normal University stands for the highest type of good sportsmanship in the various phases of athletics. The University is a mem-

ber of the Illinois Intercollegiate Athletic Conference comprising practically all the colleges of Illinois except the members of the "Big Ten." This conference is popularly known as "The Little Nineteen." Intercollegiate games are played with representative colleges of the conference during the year. Besides the intercollegiate contests numerous intra-mural games and tournaments are scheduled throughout the year. This type of activity gives every man in the University an opportunity to participate in collegiate athletics.

PUBLIC SPEAKING AND DEBATING

The Illinois State Normal University is active in the field of speech. The University belongs to the State Intercollegiate Oratorical Association, which is composed of many of the colleges of liberal arts of the state and a few other institutions of higher learning. This organization conducts two oratorical contests each year, one for the women, and one for the men. In addition, intra-mural contests in the various phases of speech are conducted during the year.

THE UNIVERSITY LECTURE COURSE

The University definitely believes in the educational value derived by the student from opportunities to hear the leading thinkers of the day, and the best that is available in the fields of music, drama, and the allied arts. A committee consisting of faculty and student members constitutes a Lecture Board which arranges for a series of programs during the year. The money to finance this course is secured from the student activity fee which is paid by each student at the time of registration.

UNIVERSITY PUBLICATIONS

The year-book at the Illinois State Normal University is called the Index. The editor, who is elected in the spring, is allowed to carry only three majors during the year of his editorship, but is granted one credit in Journalism or English for his work. Members of the staff are appointed by the editor.

The Vidette is a weekly eight-page newspaper published by the students of the University and the University High School. It attempts to carry all the important news of the campus and to reflect student life at the Illinois State Normal University. The editor and the business manager are chosen by popular vote at the annual spring election. The editor appoints a staff of assisting editors.

The Alumni Quarterly is a magazine whose purpose is to keep alumni in touch with the life of the institution.

EXPENSES GENERAL FEES

Tuition is free to all who pledge themselves to teach in the schools of Illinois for a period equal to their attendance here. For all others the tuition is twenty-five dollars a quarter in addition to other fees.

Registration Fee: Three dollars for each quarter if paid on registration day, four dollars at a later date; for the summer term a fee of two dollars is charged on registration day, three dollars at a later date. Students holding township scholarships under the Lindley Act, and ex-service men are exempt from tuition and registration fees.

Student Activities Fee: Three dollars a quarter, and one dollar and a half for the summer term.

Athletic Fee: Two dollars for each quarter, of which fifty cents each quarter is used for the promotion of intra-mural athletics.

Library Fee: One dollar for each quarter; for the summer term one-half of the foregoing is charged.

SPECIAL FEES

Towel fee: One dollar a quarter for all who use gymnasium showers.

Laboratory Fee: In chemistry and home economics, one dollar to three dollars a quarter for each course, but never to exceed the cost of the special material used.

Shop Fee: In art and industrial arts, not to exceed cost of material.

Typewriter Fee: One dollar a quarter.

Voice Lessons: Private lessons, one dollar for each period.

Change of Program: After third day, one dollar.

Late Enrollment: One dollar per course to students who register without enrolling.

Additional Transcripts of Record: After first copy, one dollar.

Fees and tuition must be paid the first day of the quarter or term. If a student leaves school within one week, fees are refunded. If a student paying tuition leaves school during the first half of the quarter or term, half of the tuition is refunded, but none of the quarter fees.

OTHER EXPENSES

Lockers in the Main Building may be rented from the registrar at twenty-five cents a quarter in advance. A deposit of fifty cents is required for key padlocks, one dollar for combination padlocks.

Textbooks may be bought at the University textbook store at a price averaging eight percent above net wholesale cost; or books may be rented usually at twenty-five percent of their ordinary retail price.

For students who pay all of their expenses, the average cost of board, room, books, stationery, fees, and all other expenses connected with their life as students is \$325 for thirty-six weeks.

AID TO STUDENTS

Student Loan Fund: From this fund students in their last year may borrow at a low rate of interest a sum not to exceed one hundred fifty dollars.

Annie Louise Keller Scholarship Fund: This fund consists of one hundred and fifty dollars which is loaned without interest to properly qualified students.

Faculty Women's Club Loan Fund: Women students who meet the standards required by the club may borrow from this fund a sum not to exceed one hundred fifty dollars.

Employment: Women students wishing to secure employment should address Miss O. Lillian Barton, Dean of Women. They should consult her before entering into any agreement with employers, and each quarter should submit for her approval their class schedules. Similarly, all men students should confer with R. H. Linkins, Dean of Men.

SCHOLARSHIP AND CREDITS

SCHOLARSHIP REQUIREMENTS AND MARKING SYSTEM

1. Students are expected to choose one of the various programs of study and to follow this program as closely as is practicable, except where elective substitutes are allowed by the director of the division.
2. Every student is expected to take the normal program called for by his curriculum. For a student in good health forty-eight clock hours per week devoted to study and recitation in his regular subjects is the standard. This does not include intermissions or time spent on society or club work or miscellaneous reading.
3. Students may take a heavier program only with the approval of the dean of the University.
4. If a student fails to carry a study after continuing through half the quarter, he is required to repeat that study at the earliest opportunity.
5. If a student fails to complete a course in which his work is of good quality, he is expected to complete such course in the next quarter in which he is in attendance when the course is offered. If this is not done within a period of one year the entire course is to be repeated.
6. A student who fails in any quarter or summer term to make a passing grade in at least one-half of a full program, is placed upon probation for the succeeding quarter. In case he fails to carry three-fourths of a full program in that quarter, he is not permitted to continue his studies until one year has elapsed. This rule may be suspended by the dean of the University. If a student is placed on probation a second time for poor scholarship, he is required to withdraw from the University for one year. Students on probation for poor scholarship may not take part in any public contest or exhibition—athletic, musical, dramatic, or oratorical.
7. Grades for scholarship indicate as follows:
 - 90-100, Superior.
 - 86-90, Excellent.
 - 81-85, Good.
 - 76-80, Average.
 - 70-75, Fair.
 - 0-69, Failure.
8. At the end of the fifth week students who are failing in their work are reported to the directors of their respective divisions. Each student so reported must confer with the director and have his work adjusted to suit his ability.

GENERAL REGULATIONS CONCERNING ATTENDANCE AND STUDIES

Variations from the regular program chosen are permitted to unclassified students, and to others if there is special need of such change. Students who have become irregular in their programs should consult the dean of the University.

Students should study carefully the descriptions of courses and note the prerequisites. They should arrange to take these prerequisites at the proper time.

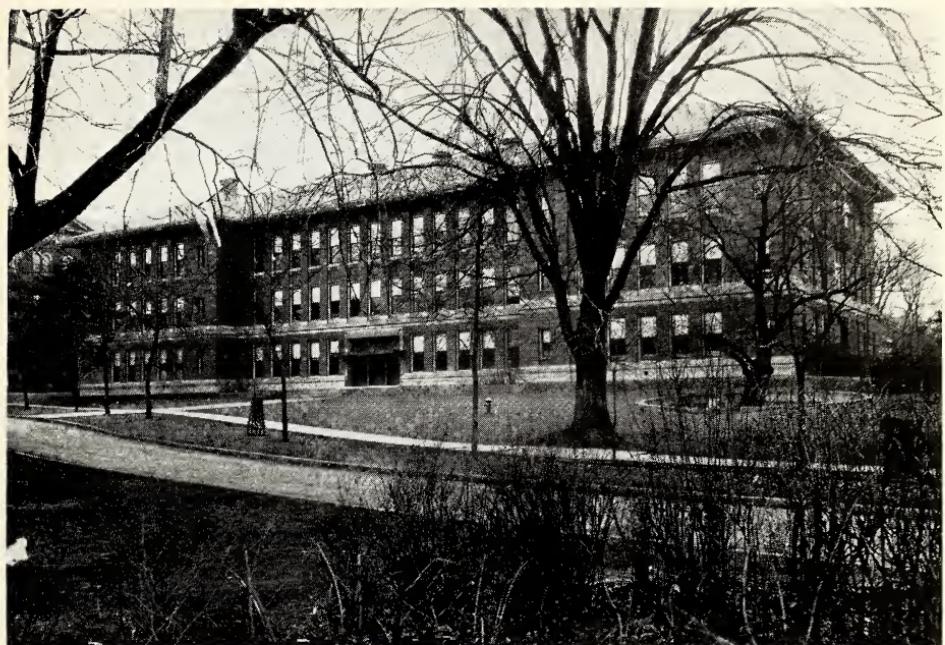
Requests for transfer from one curriculum to another should be addressed to the dean of the University.

Developmental courses in recreational activity are required of all freshmen and sophomores. Students who cannot profitably take the regular exercises because of age or physical disability are assigned to a special class for restricted work. No student may be graduated without 144 forty-minute periods of physical education.

Students are expected, whenever it is possible, to enter school at the beginning of the quarter and remain to the close, to attend their classes regularly, and to conform to the various requirements that have been found necessary to the orderly and successful working of the institution and to the welfare of its students.

A student who withdraws before the end of a quarter shall secure a withdrawal permit from one of the deans. The student may present the permit to each of his instructors, or the dean may send notice to each instructor.

Before classwork begins in the fall quarter, entering freshmen are given standardized tests in arithmetic, English, spelling, reading, history, and general intelligence.



THOMAS METCALF BUILDING
(Elementary Training School and University High School)



SOLDIERS AND SAILORS CHILDRENS SCHOOL
(Affiliated Schools)



TOWANDA SCHOOL

TRAINING SCHOOLS AND STUDENT TEACHING

The training schools are concerned primarily with the teaching of children. They thus objectify the aim of an institution for the preparation of teachers. In the professional development of students, the training schools play a unique part in providing a wealth of experience through which theory and practice become unified. They are the proving grounds for new and old ideas; they play a role of leadership in developing new theory into new practice.

In the various curricula outlined in this catalog, the training schools have a place of central importance. The education core of these curricula is conceived as a unified development over a period of years rather than as a certain number of separate courses. The students' developing experience centers in the observation of the life of children and participation in it. From the first weeks of the freshman year to the closing days before graduation, the work of the student in education is related to the work of the training schools.

FACILITIES FOR STUDENT TEACHING

The Illinois State Normal University is well equipped for student teaching. It has a campus training school consisting of the University High School, the University Elementary School, including a kindergarten and the first eight grades, a Cooperating Elementary School at the Illinois Soldiers and Sailors Childrens School, consisting of a kindergarten and the first nine grades, three cooperating rural schools which are easily accessible, and several classes of high school grade in other nearby schools.

UNIVERSITY HIGH SCHOOL

The University High School enrolls students from the local community and from the state at large. All students enrolled in this school other than those graduated from the University Elementary School and those presenting township scholarships, are charged a small tuition fee.

A principal and nine high school teachers give personal attention to the pupils' habits of study, attendance, deportment, and social life. Some high school classes are conducted by regular members of the university faculty.

While the value of liberal culture receives due recognition in the arrangement of curricula, it is recognized that the high school must prove directly serviceable in preparing for efficiency in the useful occupations of life. Accordingly the University High School is provided with five curricula, each four years in length, differing in the prominence that is given to subjects that contribute more or less directly to the cultural, professional, vocational, and physical needs of its pupils.

A special effort is made to care for the social, literary, artistic, and physical welfare of the pupils. This school maintains debating clubs for boys and girls, and three literary societies. All pupils who are not members of one of these organizations are required to do work in platform speaking. The high school maintains an orchestra, a boys' and a girls' glee club, and in addition, its students are eligible to join both the band and orchestra of the University. This school maintains wholesome activities in all lines of athletics. Moreover, considerable attention is given to the social training of the pupils by means of school and class parties that are supervised by the faculty.

The University High School is accredited by the University of Illinois and by the North Central Association of Colleges and Secondary Schools. Its graduates can enter, without an examination, any of the colleges or universities that admit on certificates of graduation, if due care has been exercised in a choice of high school subjects.

Ample room has recently been provided on the third floor of the Thomas Metcalf Building for a library for use by the high school and the grades. Equipped with the best of furnishings and liberally supplied with books, it plays an important part in enriching the work of both organizations.

UNIVERSITY ELEMENTARY SCHOOL

The University Elementary School occupies the larger portion of the Thomas Metcalf Building. The kindergarten occupies a large unit at the east end of the first floor; the four lower grades occupy training units on the first and second floors; and the four upper grades occupy training units on the third floor. On the first floor there are two large play rooms and the shops in manual training and home economics. Ample play ground facilities are available. The regular staff of the University Elementary School consists of a principal, nine critic teachers, and supervisors of the elementary school. It also has supervisors of music, art, physical education, home economics, manual arts, and nature study. The University physician and the school nurse give daily attention to the health needs of pupils.

COOPERATING SCHOOLS

ILLINOIS SOLDIERS AND SAILORS CHILDRENS SCHOOL

The Cooperating Elementary School at the Illinois Soldiers and Sailors Childrens School, located a short distance from the campus, is made easily accessible by buses that leave the University grounds every twenty minutes of the school day. This school consists of a kindergarten and the nine grades of the elementary school. It is housed in a modern building which is adequately equipped for teaching the regular subjects, including home economics, manual arts, music and physical education. At present its regular staff consists of a principal, eleven critic teachers, a regular teacher of manual arts, one for home economics, and an elementary supervisor.

TOWANDA PUBLIC SCHOOLS

An affiliated relationship has been established between the Illinois State Normal University and the Towanda Public Schools on both elementary and

high school levels. Student teachers teach in grades one to eight and also in high school, covering all subjects ordinarily found in school systems of this size. An unusually well qualified staff consists of a superintendent and four other teachers in the high school together with four elementary school teachers. Student teachers are transported to and from Towanda by bus.

COOPERATING RURAL SCHOOLS

The Cooperating Rural Schools are conveniently located near the University. The University furnishes transportation for the student teachers in these schools. Ample opportunity is offered students to apply practical rural sociology, help in playground activities, and to become familiar with the basic principles of good teaching methods as they apply in rural school organizations.

ASSIGNMENT OF STUDENT TEACHERS

The assignment of students to classes in the training school for their final period of responsible teaching involves no abrupt change, for they have had contacts with the training school from the beginning of their period of preparation.

AMOUNT OF TEACHING REQUIRED

All curricula provide for one or two quarters of teaching. Students who have had experience, or who have shown a high standard of ability in previous student teaching, may be given assignments in remedial instruction and other specialized phases of teaching which will broaden their preparation.

Students in the curricula for elementary school teachers spend an entire day daily for one quarter in the training school, in addition to the other various forms of participation required in the curriculum. In the high school each student spends a half-day daily for two quarters in the training school, doing actual teaching, taking charge of laboratory periods, observing other classes, conducting remedial instruction, or working on special assigned problems. The intent of this regulation is to bring the student into contact and adjustment with the whole school organization and its problems rather than have his experience confined to a single class period.

Student teaching must be continued until competency has been attained regardless of the time requirement or the number of credits earned.

REGULATIONS FOR STUDENT TEACHING

1. Two quarters of residence are required as a prerequisite for the major responsibility of student teaching.
2. Students enrolled in four-year curricula are assigned to student teaching in their senior year.
3. Students enrolled in two-year curricula are assigned to student teaching in their sophomore year.

4. Student teaching is an integral part of the sequence of work in education and the student becomes eligible for student teaching only as the courses which precede it in the sequence have been satisfactorily completed.

5. Assignments to student teaching are made in the same grades or field of work for which the curriculum which the student is pursuing is intended to prepare him. To secure student teaching in another grade or field he must meet the requirements set up in the curriculum which prepares for that type of work.

6. Assignment of students in the division of secondary education is made in both the first and the second teaching fields. Students should offer thirty-six quarter hours of preparation in any subject in order to be admitted to teaching in that field; a minimum of twenty-four hours is required. The sequence of courses taken must be approved by the director of the division in which its student is enrolled.

7. A student is eligible for student teaching only when he has a scholastic standing required for graduation, i.e., three-fourths of his grades 75 or higher.

8. A student on probation is not eligible for student teaching.

9. All students transferring to the Illinois State Normal University from other colleges or universities will be required to do *two quarters* of work before being granted the privilege of student teaching. They will be required to have courses in Education equivalent to what we have called *Elementary Psychology, General Method, and one other Education course*, or to have the equivalent of the three courses now offered in the freshman year of our two-year curriculums.

It is impossible for students who have not completed their freshman Education courses to carry two such courses at one time. Education 1, 2, and 3 are prerequisites for sophomore Education courses. Two sophomore Education courses may be taken at one time provided the program can be arranged.

In addition to the above requirements, to qualify for student teaching, students will be required to have had subject matter courses in at least five of the following fields: history, geography, music, art, grammar, elementary mathematics, nature study (General Science), Children's Literature.

BUREAU OF APPOINTMENTS

The Illinois State Normal University maintains an active program of teacher placement and endeavors to keep in constant touch with the needs and requirements of the schools of the state and with the qualifications of its candidates who are trained for this service. The dean of the training schools is the administrative head of this service and cooperates with the directors of divisions in organizing and directing the work of the Appointment Bureau. An appointment secretary works practically full time in actively furthering the service of the Bureau. The University has many calls for rural, kindergarten, elementary, and high school teachers, elemen-

tary supervisors, and teachers of special subjects. Students who have made a strong record in their chosen fields and in the training schools are usually in demand. The Bureau attempts to serve both the candidates and the schools of the state by carefully selecting those whom it recommends, with regard to their fitness to satisfy the particular requirements of the schools to which they may go.

Students with degrees and successful experience are frequently in demand for supervisory and administrative positions. Consequently the committee makes an effort to follow up its graduates in order to assist them to the more responsible positions for which their experience and success in the field have especially prepared them.

A carefully organized system of records covering the work of the student in both his academic and professional courses is on file. This has the cooperation and assistance of all members of the faculty who are familiar with the work of the candidates. Confidential information organized in the most approved form for the convenience of school officials is available on short notice.

Student credentials supply the following data relative to each candidate: personal information; teaching experience in the public schools; the curriculum pursued; college hours of preparation in major and minor teaching fields; academic record in college; record in student teaching; personal evaluation by instructors, critic teachers, and by the superintendents under whom the candidates have worked.

The University assists in placing many candidates in desirable positions each year. The institution is anxious to help satisfy the needs of the public schools by preparing efficient teachers and by assisting its candidates to positions for which they are best prepared.

THE SUMMER SESSION

The Teachers College provides a summer term of eight weeks for active teachers and for students who wish to continue their studies during the summer. The program consists chiefly of the regular courses in the various subjects. The daily program is so arranged that classes meet five times a week in the same subject, thus completing twelve-weeks of work in each subject in eight weeks. All grades of the campus training school and of the Illinois Soldiers' and Sailors' Children's School are in session during the summer term affording model lessons for observation and discussion and opportunity for practice teaching; but such practice teaching may be done only after prerequisite work in education has been accomplished. Credit is given for all satisfactory work and recorded on the books of the institution. A special summer-school announcement is issued in March.

Many of the courses are arranged in a three-year cycle and taught in the summer thus enabling a student to complete twenty-four quarter hours of work by attending for three consecutive summers.

Courses in home economics as required by the Smith-Hughes Act are offered in the summer.

The state-wide examination for teachers' certificates is held toward the end of the summer session.

ORGANIZATION AND FUNCTIONS OF THE UNIVERSITY

The University High School and the University Elementary School constitute the Campus Training Schools, used as the laboratories of teacher education. There is also affiliated with the University for student teaching purposes the Cooperating Elementary School at the Illinois Soldiers' and Sailors' Children's School, in Normal, consisting of kindergarten and nine grades. The University also has in affiliation several one-room rural schools.

The Illinois State Normal University is organized into twelve divisions. Each division is a unit of the University in which one or more programs of work, called curricula, are offered for the purpose of preparing teachers for some specific field of teaching service. A unified program of teacher education results from this organization.

Subject groups are groups of courses in a single subject or in several closely related subjects.

Each division includes work in a number of different subject groups. The training school serves as the laboratory of the divisions.

DIVISIONS OF THE UNIVERSITY

In each of the twelve divisions one or more differentiated programs of work leading to a degree are offered. Two-year curricula are organized in some of the divisions. When a student completes four years of work in a given curriculum, he is awarded the bachelor's degree.

The following are the Divisions:

- Division of Rural Education
- Division of Elementary Education
- Division of Junior High School Education
- Division of Secondary Education
- Division of Speech Education
- Division of Trade and Industrial Education
- Division of Commerce Education
- Division of Agricultural Education
- Division of Home Economics Education
- Division of Music Education
- Division of Art Education
- Division of Health and Physical Education

PROFESSIONAL SUBJECT MATTER FIELDS

The work of the twelve divisions is found in fourteen professional subject matter fields. In each of these fields a sufficient number of

college courses is offered to provide all of the work needed for the preparation of teachers for that field. Every subject offered in the University is professionalized in the sense that its content is organized with reference to the needs of teachers.

The following are the subject matter fields:

AGRICULTURE	MATHEMATICS
ART	MUSIC
BIOLOGICAL SCIENCE	PHYSICAL SCIENCE
COMMERCE	Chemistry
ENGLISH	Geography
FOREIGN LANGUAGE	Physics
French	SOCIAL SCIENCE
German	Economics
Latin	Geography
HEALTH AND PHYSICAL EDUCATION	History
HOME ECONOMICS	Political Science
INDUSTRIAL ARTS	Sociology
	SPEECH

CURRICULA AND COURSES

The Teachers College provides for high-school graduates curricula two years and four years in length for kindergarten teachers, primary teachers, intermediate grade teachers, upper grade teachers, rural-school teachers, and curricula four years in length for teachers of agriculture, art, biological science, commerce, English, foreign language, health and physical education, home economics, industrial arts, mathematics, music, physical science, social science, and speech.

All four-year curricula lead to the professional degree, Bachelor of Education.

ADMISSION TO GRADUATE SCHOOLS

Graduates of any four year curriculum who have completed the equivalent of 30 quarter hours in any subject in addition to the required work in education are admitted to the graduate school of the University of Illinois without condition.

PREPARATION FOR RURAL SCHOOL SERVICE

Rural teachers of strong personality and who have also acquired adequate training are in demand. Better trained teachers in Illinois are needed for the 10,000 one-room schools, for the 100 consolidated schools, for the 1,000 village schools and for the 500 community high schools in the state. The offices of the rural helping teacher and the county superintendent of schools are becoming professionalized. The Division of Rural Education offers preparation for these positions.

Students are permitted to observe and do student teaching in three cooperating rural schools located near Bloomington. Transportation is furnished at no expense to the student. A trained supervisor is in charge of student teaching. Plans are being made for the securing of a larger school unit for observation and demonstration purposes.

It is believed that the field of teaching in the rural school offers the greatest opportunity to render service which is available today. County superintendents are beginning to aid rural school boards in the selection of trained teachers. The greatest need for greater numbers of beginning teachers is in the rural school and there is a great need for more help in supervision in this same field.

TEACHING FIELDS

There are eighteen teaching fields, one of which must be chosen as the first teaching field in which the student will take a prescribed sequence of work. The teaching fields in the elementary school are non-departmentalized. In preparation for teaching general or special subjects in the junior or senior high school students must choose a departmental sequence. Except in preparation for teaching in the elementary school

some work in a second and often in a third field, as described elsewhere, is chosen.

The subject matter fields are as follows:

- I. Rural School Subjects (Non-departmentalized)
- II. Kindergarten-Primary Subjects (Non-departmentalized)
- III. Intermediate Grade Subjects (Non-departmentalized)
- IV. Upper Grade Subjects (Non-departmentalized)
- V. Biological Science
- VI. English (literature and English expression)
- VII. Foreign Language (Latin, German, French)
- VIII. Mathematics
- IX. Physical Science (physics, chemistry)
- X. Social Science (history, economics, sociology, political science, geography)
- XI. Agriculture
- XII. Art
- XIII. Commerce
- XIV. Health and Physical Education
- XV. Home Economics
- XVI. Industrial Arts
- XVII. Music
- XVIII. Speech

The time usually required to secure a diploma is two years and the period normally needed to earn a degree four years, but the time may be longer or shorter depending upon the student.

Great flexibility is a feature of the requirements, for students are allowed to select, under guidance, the fields of teaching for which they will prepare themselves and a great many different combinations of subjects are thus possible on account of the great variety of positions in the instructional organization of the public school system.

Any student who has completed one of the two-year elementary or rural curricula and who wishes to continue work toward a degree will have his course outlined by the director of his division. He will be advised to select advanced courses which will furnish the basis for selecting and arranging suitable content for the materials of instruction in his chosen teaching field. It is very desirable that such students should take a year of music, art or physical education.

A minimum of three advanced courses in education will be required. One credit of student teaching must be earned in the senior year.

Those students preparing to be junior high school teachers and principals will select two elective teaching fields for specialization chosen from the following:

English
Social Science
Biological Science

Physical Science
Mathematics

REQUIREMENTS FOR THE DEGREE

GENERAL REQUIREMENTS

A bachelor's degree is granted in each of the several divisions of the University, based upon completion of a program of work normally requiring four years of study. The degree is that of Bachelor of Education, which is believed to be the most significant degree to be conferred at the end of a professional curriculum designed to prepare for teaching. The entire work of the University is devoted to the preparation of teachers and the various curricula are professional in nature designed wholly for that purpose.

The requirements for graduation with the degree of Bachelor of Education call for certain specified courses, included in seven groups as indicated below. Each student must complete these specified group requirements, including preparation in the subject matter of a first teaching field and a second teaching field, as well as in that of a third teaching field, when that is possible. No student will lose credits because of the adoption of new curricula by the institution, provided he continues in the curriculum originally chosen.

OUTLINE OF THE GENERAL CURRICULUM

The General Curriculum as outlined is made the basis of all of the four-year curricula except the one for elementary grade teachers. This outline indicates the requirements which are uniform in all divisions and it sets forth in a general way the objectives and purposes of the various requirements.

The General Curriculum has sufficient flexibility to permit differentiation of preparation. Students are able to prepare themselves to teach in different units of the school system and different combinations of subjects within a given unit. There are four major fields in the General Curriculum, which, with their objectives, are as follows:

A. Education: planned to bring educational theory and practice into a functional unity and to serve as the integrating factor in the entire curriculum.

B. Cultural Background: encompassing all essential elements of our modern life, designed for the general development of the individual and pointed toward his life as a member of society.

C. Professional Scholarship: giving special emphasis to the student's teaching subjects, chosen as preparation for teaching in some unit of the school system and dealing with the background for the culture materials for pupil life.

D. Student Life and Orientation: providing for orientation in college life and in education, laying the basis for final choice of the teaching field, and including recreation and health.

The General Curriculum is outlined under these four heads and is comprehended in seven groups. Education includes Group I; Cultural Background, Groups II, III, IV, and V; Professional Scholarship, Group VI; Student Life and Orientation, Group VII. The requirements in each of the seven groups are outlined as follows:

A. EDUCATION

GROUP I. EDUCATION, 48 hours.

Sophomore year: Psychology 101, 4 hours; Tests 102, 4 hours; Public School 103, 4 hours.

Junior year: High School Problems 201, 4 hours; High School Problems 202, 4 hours; General Method 203, 4 hours.

Senior year: Student Teaching, 16 hours; Philosophy of Education 207, 4 hours; Elective Education course, 4 hours.

B. CULTURAL BACKGROUND

Every student in a four-year curriculum takes the following sequence of courses or their equivalent which have for their objective the interpretation of contemporary civilization and culture, all with world implications: a) General Literature and English Expression, dealing chiefly with contemporary literature; b) Contemporary Civilization; c) History of Civilization and Culture; d) Natural Science in Modern Life; e) Art and Music Appreciation.

GROUP II. ENGLISH LANGUAGE AND LITERATURE, 12 hours.

GROUP III. SOCIAL SCIENCE, 24 hours.

- a. Contemporary Civilization, 12 hours.
- b. History of Civilization and Culture, 12 hours.

GROUP IV. NATURAL SCIENCE IN MODERN LIFE, 12 hours, or GENERAL BIOLOGICAL SCIENCE, 12 hours.

GROUP V. ART AND MUSIC APPRECIATION, 3 hours.

C. PROFESSIONAL SCHOLARSHIP

GROUP VI. SUBJECT MATTER OF THE STUDENT'S TEACHING FIELDS, 96 hours.

In the first teaching field, minimum of 48 hours.

In the second teaching field, minimum of 36 hours.

In a possible third teaching field, minimum of 24 hours.

D. STUDENT LIFE AND ORIENTATION

GROUP VII. STUDENT LIFE, RECREATION AND HEALTH, AND ORIENTATION, 12 hours.

- a. Recreational Activities (Two hours a week throughout the freshman year.)
- b. Games and Sports (Two hours a week throughout the sophomore year.)
- c. Social and Personal Hygiene (One hour a week throughout the freshman and sophomore years.)
- d. Student Life (One hour a week, fall quarter, freshman year.)
- e. The School System and Its Organization and Opportunities (One hour a week, winter quarter, freshman year.)
- f. Survey of Teaching and Final Selection of Teaching Field (One hour a week, spring quarter, freshman year.)

PROVISIONS CONCERNING ELECTIVES

In the curricula which follow on succeeding pages, the "core" of all four-year curricula is the same. Wherever the word "Electives" occurs, the reference is not to free electives but to choice of an elective group which, after being chosen, must be followed. Every student must take in some one elective group a minimum of 48 hours and the choice of these hours determines the curriculum in which the student is to be registered. For example, if the 48 hours are in agriculture, the student is automatically registered in the division of agricultural education. If, on the other hand, he chooses his 48 hours in art, he is then registered in the division of art education. This principle holds throughout all of the curricula.

FINAL SELECTION OF A CURRICULUM

Students make a tentative choice of a curriculum at entrance. During Freshman Days they receive advice and are given guidance by their directors and other members of the faculty. Since most of the freshmen work in all four-year curricula is identical for all students, a student may change his curriculum or his first teaching field at the end of the freshman year without loss of time. The single year's work taken in the first teaching subject in the freshman year may constitute a free elective. By careful planning students who change from one curriculum to another at the end of the freshman year are able to complete the requirements of any four-year curriculum in the remaining three years.

Since the time is so brief in the case of two-year curricula, it is impossible to change from one curriculum to another after the first quarter of the freshman year without loss of time.

TEACHERS' CERTIFICATES

The Illinois State Normal University prepares teachers for all types of positions in the public schools of Illinois and the curricula are organized to conform to the Illinois Certification Law. Section Six of the law, which pertains to issuance of Limited State Certificates, follows:

1. A limited supervisory certificate shall be valid for four years for teaching and supervising in any and all grades of the common schools. It shall be issued to the persons who have completed 120 semester hours of work in a recognized higher institution of learning including 15 semester hours in education and who have taught successfully for four years in the common schools. It shall be renewable for a period of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed 60 semester hours of work in a recognized higher institution of learning and who have taught successfully for four years in the common schools. The examination shall include English, educational psychology, sociology, the principles and methods of teaching and school administration. When obtained by examination this certificate shall be renewable once upon certified evidence that the applicant has completed a total of 90 semester hours and a second time upon certified evidence that the applicant has completed the requirements for a bachelor's degree in a recognized higher institution of learning with a minimum of 120 semester hours. Thereafter, it shall be renewable for periods of four years upon successful teaching experience and professional growth.

2. A limited high school certificate shall be valid for four years for teaching and supervising in the higher six grades of the common schools. It shall be issued to graduates of a recognized higher institution of learning with a bachelor's degree whose college credits shall include the following: Fifteen semester hours in education, and electives sufficient to make up 120 semester hours. It shall be renewable for periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed 60 semester hours of work in a recognized higher institution of learning. The examination shall include English, educational psychology, the principles and methods of secondary education and seven high school subjects chosen from a list prescribed by the examining board, one subject shall be chosen from each of the following groups: (1) Mathematics, (2) history, (3) science, (4) foreign language or English literature, or American literature. When obtained by examination this certificate shall be renewable once upon certified evidence that the applicant has completed a total of 90 semester hours, and a second time upon certified evidence that the applicant has completed the requirements for a bachelor's degree in a recognized higher institution of learning with a minimum of 120 semester hours. Thereafter it shall be renewable for periods of four years upon successful teaching experience and professional growth.

3. A limited special certificate shall be valid for four years for teaching and supervising the special subject or subjects named in the certificate in any and all grades of common schools. It shall be issued to persons who have completed 60 semester hours of work in a recognized higher institution of learning including 12 semester hours in edu-

tion and 20 semester hours in each subject named in the certificate. It shall be renewable for periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed 30 semester hours of work in a recognized higher institution of learning. The examination shall include English, the principles and methods of secondary education and the special subject or subjects named in the certificate. When obtained by examination this certificate shall be renewable once upon certified evidence that the applicant has completed a total of 60 semester hours of work in a recognized higher institution of learning including not less than 20 semester hours in each of the special subjects named in the certificate. Thereafter, it shall be renewable for periods of four years upon successful teaching experience and professional growth.

4. A **limited kindergarten-primary certificate** shall be valid for four years for teaching and supervising in the kindergarten and in the first and second grades of the common schools. It shall be issued to graduates of a recognized kindergarten-primary training school who have completed 60 semester hours of work in such institution. It shall be renewable for periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed 30 semester hours of work in a recognized kindergarten-primary training school. The examination shall include English and the theory and practice of kindergarten and primary work. When obtained by examination this certificate shall be renewable once upon certified evidence that the applicant has completed the remaining 30 semester hours of work required for graduation from a recognized kindergarten-primary training school. Thereafter, it shall be renewable for periods of four years upon successful teaching experience and professional growth.

5. A **limited elementary school certificate** shall be valid for four years for teaching and supervising in the lower ten grades of the common schools. It shall be issued to persons who have completed 60 semester hours of work in a recognized higher institution of learning including 10 semester hours in education, 5 of which shall be practice teaching. It shall be renewable for periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed 30 semester hours of work in a recognized higher institution of learning including 5 semester hours in education. The examination shall include: Physiology, penmanship, grammar, reading, orthography, geography, History of the United States, Illinois history and civics, arithmetic, the State course of study, principles and methods of teaching, general science, algebra, English, European history, and two of the five sciences: botany, zoology, physics, chemistry and physiography. When obtained by examination this certificate shall be renewable once upon certified evidence that the applicant has completed a total of 60 semester hours of work in a recognized higher institution of

learning. Thereafter, it shall be renewable for periods of four years upon successful teaching experience and professional growth.

Any student interested in securing a life certificate may obtain the necessary information by consulting the dean or the registrar. These certificates, however, may not be secured with less than four years of teaching experience, two of which shall have been in Illinois.

Teachers holding provisional certificates secured in exchange for second grade certificates and who wish to earn the 48 quarter hours necessary to obtain a limited state elementary certificate are admitted to any state teachers college in Illinois with the same privileges and limitations accorded to high-school graduates and must meet all high-school entrance requirements before these credits may be applied toward graduation.

OUTLINES OF THE CURRICULA

DIVISION OF RURAL EDUCATION

TWO-YEAR CURRICULUM FOR TEACHERS OF RURAL SCHOOLS
Leading to Diploma and State Limited Elementary Certificate

FRESHMAN YEAR

	FIRST QUARTER	QUARTER HOURS
INTRODUCTION TO ELEMENTARY EDUCATION 1.....		4
GENERAL LITERATURE AND ENGLISH EXPRESSION 1a.....		4
INTRODUCTION TO ART QUALITY 1.....		2
ELEMENTARY SCHOOL MATHEMATICS 1.....		4
MUSIC APPRECIATION AND INTERPRETATION THROUGH SONG 2.....		2
RECREATIONAL ACTIVITIES 1a		1
HYGIENE 2a		1½
ORIENTATION 1a		1½

18

SECOND QUARTER

PSYCHOLOGY 2	4
GENERAL LITERATURE AND ENGLISH EXPRESSION 1b.....	4
ELEMENTARY ART EXPRESSION 2.....	2
SONG SINGING, CREATIVE MUSIC AND THEORY OF COMPOSITION 4.....	2
PRINCIPLES OF HUMAN GEOGRAPHY 7.....	4
RECREATIONAL ACTIVITIES 1b.....	1
HYGIENE 2b	1½

17½

THIRD QUARTER

ELEMENTARY SCHOOL METHODS 3.....	4
GENERAL LITERATURE AND ENGLISH EXPRESSION 1c.....	4
GENERAL BIOLOGICAL AND PHYSICAL SCIENCE 2 (RURAL VIEWPOINT)....	4
UNITED STATES HISTORY 2.....	4
RECREATIONAL ACTIVITIES 1c	1
HYGIENE 2c	1½

17½

SOPHOMORE YEAR

	FIRST QUARTER	QUARTER HOURS
ADMINISTRATIVE AND CURRICULAR PROBLEMS 101a.....		4
ELEMENTARY AGRICULTURE 101		4
CHILDREN'S LITERATURE 102		4
GENERAL BIOLOGICAL AND PHYSICAL SCIENCE 101 (RURAL VIEWPOINT)		4
RECREATIONAL ACTIVITIES 101a		1
		17

SECOND QUARTER

CLASSROOM PROBLEMS 101b	4
SOCIAL AND ECONOMIC ORGANIZATION AND PROBLEMS 101 (WITH RURAL VIEWPOINT)	4
ENGLISH DISCOURSE STRUCTURE 103.....	4
HEALTH EDUCATION 101	4
RECREATIONAL ACTIVITIES 101b	1
	17

THIRD QUARTER

TECHNIQUE OF TEACHING AND TESTING 101c.....	4
STUDENT TEACHING IN THE RURAL SCHOOL 102 (WITH DIRECTED OB- SERVATION AND ADVANCED PARTICIPATION).....	12
RECREATIONAL ACTIVITIES 101c	1
	17

DIVISION OF ELEMENTARY EDUCATION
TWO-YEAR CURRICULUM FOR TEACHERS OF KINDERGARTEN-
PRIMARY GRADES
 Leading to Diploma and State Limited Kindergarten-
 Primary Certificate
 or State Limited Elementary Certificate

FRESHMAN YEAR

	FIRST QUARTER	QUARTER HOURS
INTRODUCTION TO ELEMENTARY EDUCATION 1.....	4	
GENERAL LITERATURE AND ENGLISH EXPRESSION 1a.....	4	
INTRODUCTION TO ART QUALITY 1.....	2	
UNITED STATES HISTORY 3a.....	4	
MUSIC APPRECIATION THROUGH SONG 1.....	2	
RECREATIONAL ACTIVITIES 1a.....	1	
HYGIENE 2a	½	
ORIENTATION 1a	½	
		<hr/> 18

SECOND QUARTER

PSYCHOLOGY 2	4	
GENERAL LITERATURE AND ENGLISH EXPRESSION 1b.....	4	
EXPLORATION IN ART PROCESSES 3.....	2	
UNITED STATES HISTORY 3b.....	4	
SONG SINGING AND MUSIC INTERPRETATION 3.....	2	
RECREATIONAL ACTIVITIES 1b	1	
HYGIENE 2b	½	
		<hr/> 17½

THIRD QUARTER

ELEMENTARY SCHOOL METHODS 3.....	4	
GENERAL LITERATURE AND ENGLISH EXPRESSION 1c.....	4	
PRINCIPLES OF HUMAN GEOGRAPHY 7.....	4	
GENERAL BIOLOGICAL AND PHYSICAL SCIENCE 2.....	4	
RECREATIONAL ACTIVITIES 1c	1	
HYGIENE 2c	½	
		<hr/> 17½

SOPHOMORE YEAR

	FIRST QUARTER	QUARTER HOURS
ADMINISTRATIVE AND CURRICULAR PROBLEMS 101a.....		4
GENERAL REGIONAL GEOGRAPHY 6.....		4
CHILDREN'S LITERATURE 102		4
GENERAL BIOLOGICAL AND PHYSICAL SCIENCE 101.....		4
RECREATIONAL ACTIVITIES 101a		1
		17

SECOND QUARTER

CLASSROOM PROBLEMS 101b		4
HEALTH EDUCATION 101		4
SONG SINGING, CREATIVE MUSIC AND THEORY OF COMPOSITION 101.....		2
ELEMENTARY SCHOOL MATHEMATICS 102.....		4
EXPRESSION IN ART ELEMENTS 101.....		2
RECREATIONAL ACTIVITIES 101b		1
		17

THIRD QUARTER

TECHNIQUE OF TEACHING AND TESTING 101c.....		4
STUDENT TEACHING IN THE KINDERGARTEN-PRIMARY GRADES 102 (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION).....		12
RECREATIONAL ACTIVITIES 101c		1
		17

**TWO-YEAR CURRICULUM FOR TEACHERS OF INTERMEDIATE
GRADES**

Leading to Diploma and State Limited Elementary School Certificate

FRESHMAN YEAR

FIRST QUARTER	QUARTER HOURS
INTRODUCTION TO ELEMENTARY EDUCATION 1.....	4
GENERAL LITERATURE AND ENGLISH EXPRESSION 1a.....	4
INTRODUCTION TO ART QUALITY 1.....	2
GENERAL BIOLOGICAL AND PHYSICAL SCIENCE 2.....	4
MUSIC APPRECIATION AND INTERPRETATION THROUGH SONG 2.....	2
RECREATIONAL ACTIVITIES 1a	1
HYGIENE 2a	½
ORIENTATION 1a	½
	<hr/>
	18

SECOND QUARTER

PSYCHOLOGY 2	4
GENERAL LITERATURE AND ENGLISH EXPRESSION 1b.....	4
PRINCIPLES OF HUMAN GEOGRAPHY 7.....	4
UNITED STATES HISTORY 3a.....	4
RECREATIONAL ACTIVITIES 1b	1
HYGIENE 2b	½
	<hr/>
	17½

THIRD QUARTER

ELEMENTARY SCHOOL METHODS 3.....	4
GENERAL LITERATURE AND ENGLISH EXPRESSION 1c.....	4
ELEMENTARY ART EXPRESSION 2.....	2
SONG SINGING, CREATIVE MUSIC AND THEORY OF COMPOSITION 4.....	2
UNITED STATES HISTORY 3b.....	4
RECREATIONAL ACTIVITIES 1c.....	1
HYGIENE 2c	½
	<hr/>

17½

SOPHOMORE YEAR

	FIRST QUARTER	QUARTER HOURS
ADMINISTRATIVE AND CURRICULAR PROBLEMS 101a.....		4
GENERAL REGIONAL GEOGRAPHY 6.....		4
CHILDREN'S LITERATURE 102		4
GENERAL BIOLOGICAL AND PHYSICAL SCIENCE 101.....		4
RECREATIONAL ACTIVITIES 101a .. .		1
		17

SECOND QUARTER

CLASSROOM PROBLEMS 101b	4
ELEMENTARY SCHOOL MATHEMATICS 102.....	4
ENGLISH DISCOURSE STRUCTURE 103.....	4
HEALTH EDUCATION 101	4
RECREATIONAL ACTIVITIES 101b	1
	17

THIRD QUARTER

TECHNIQUE OF TEACHING AND TESTING 101c.....	4
STUDENT TEACHING IN THE INTERMEDIATE GRADES 102 (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION).....	12
RECREATIONAL ACTIVITIES 101c	1
	17

TWO-YEAR CURRICULUM FOR TEACHERS OF UPPER GRADES
Leading to Diploma and State Limited Elementary School Certificate

FRESHMAN YEAR

FIRST QUARTER	QUARTER HOURS
INTRODUCTION TO ELEMENTARY EDUCATION 1.....	4
GENERAL LITERATURE AND ENGLISH EXPRESSION 1a.....	4
GENERAL BIOLOGICAL AND PHYSICAL SCIENCE 2.....	4
PRINCIPLES OF HUMAN GEOGRAPHY 7.....	4
RECREATIONAL ACTIVITIES 1a	1
HYGIENE 2a	½
ORIENTATION 1a	½
	<hr/>
	18

SECOND QUARTER

PSYCHOLOGY 2	4
GENERAL LITERATURE AND ENGLISH EXPRESSION 1b.....	4
INTRODUCTION TO ART QUALITY 1.....	2
MUSIC APPRECIATION AND INTERPRETATION THROUGH SONG 2.....	2
UNITED STATES HISTORY 3a.....	4
RECREATIONAL ACTIVITIES 1b	1
HYGIENE 2b	½
	<hr/>
	17½

THIRD QUARTER

ELEMENTARY SCHOOL METHODS 3.....	4
GENERAL LITERATURE AND ENGLISH EXPRESSION 1c.....	4
ELEMENTARY ART EXPRESSION 2.....	2
SONG SINGING, CREATIVE MUSIC AND THEORY OF COMPOSITION 4.....	2
GENERAL REGIONAL GEOGRAPHY 6.....	4
RECREATIONAL ACTIVITIES 1c.....	1
HYGIENE 2c	½

17½

SOPHOMORE YEAR

FIRST QUARTER

ADMINISTRATIVE AND CURRICULAR PROBLEMS 101a.....	4
ELEMENTARY MATHEMATICS 102	4
CHILDREN'S LITERATURE 102	4
GENERAL BIOLOGICAL AND PHYSICAL SCIENCE 101.....	4
RECREATIONAL ACTIVITIES 101a	1
	17

SECOND QUARTER

CLASSROOM PROBLEMS 101b .. .	4
UNITED STATES HISTORY 3b .. .	4
ENGLISH DISCOURSE STRUCTURE 103.....	4
HEALTH EDUCATION 101 .. .	4
RECREATIONAL ACTIVITIES 101b .. .	1
	17

THIRD QUARTER

TECHNIQUE OF TEACHING AND TESTING 101c.....	4
STUDENT TEACHING IN THE UPPER GRADES 102 (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION).....	12
RECREATIONAL ACTIVITIES 101c.....	1
	17

**FOUR-YEAR CURRICULUM FOR SECONDARY SCHOOL
TEACHERS AND PRINCIPALS**

Leading to the Degree of Ed. B. and State Limited Secondary
School Certificate

FRESHMAN YEAR

	FIRST QUARTER	QUARTER HOURS
GENERAL LITERATURE AND ENGLISH EXPRESSION 1a.....	4
NATURAL SCIENCE IN MODERN LIFE 1a.....	4
CONTEMPORARY CIVILIZATION 5a	4
ART AND MUSIC APPRECIATION 1.....	1
ELECTIVE	4
RECREATIONAL ACTIVITIES 1a	1
HYGIENE 2a	½
ORIENTATION 1a	½
		19

SECOND QUARTER

GENERAL LITERATURE AND ENGLISH EXPRESSION 1b.....	.....	4
NATURAL SCIENCE IN MODERN LIFE 1b.....	.....	4
CONTEMPORARY CIVILIZATION 5b . . . . .	.....	4
ART AND MUSIC APPRECIATION 2.....	.....	1
ELECTIVE . . . . .	.....	4
RECREATIONAL ACTIVITIES 1b . . . . .	.....	1
HYGIENE 2b . . . . .	.....	½
ORIENTATION 1b . . . . .	.....	½
		19

THIRD QUARTER

GENERAL LITERATURE AND ENGLISH EXPRESSION 1c.....	.....	4
NATURAL SCIENCE IN MODERN LIFE 1c.....	.....	4
CONTEMPORARY CIVILIZATION 5c . . . . .	.....	4
ART AND MUSIC APPRECIATION 3.....	.....	1
ELECTIVE . . . . .	.....	4
RECREATIONAL ACTIVITIES 1c . . . . .	.....	1
HYGIENE 2c . . . . .	.....	½
ORIENTATION 1c . . . . .	.....	½
		19

SOPHOMORE YEAR

	FIRST QUARTER	QUARTER HOURS
EDUCATIONAL PSYCHOLOGY 101		4
HISTORY OF CIVILIZATION AND CULTURE 107a.		4
ELECTIVE		4
ELECTIVE		4
RECREATIONAL ACTIVITIES 101a.		1
HYGIENE 102a		½

17½

SECOND QUARTER

TESTS 102		4
HISTORY OF CIVILIZATION AND CULTURE 107b.		4
ELECTIVE		4
ELECTIVE		4
RECREATIONAL ACTIVITIES 101b		1
HYGIENE 102b		½

17½

THIRD QUARTER

THE AMERICAN PUBLIC SCHOOL 103.		4
HISTORY OF CIVILIZATION AND CULTURE 107c.		4
ELECTIVE		4
ELECTIVE		4
RECREATIONAL ACTIVITIES 101c		1
HYGIENE 102c		½

17½

JUNIOR YEAR

	FIRST QUARTER	QUARTER HOURS
HIGH SCHOOL PROBLEMS 201.		4
ELECTIVE		4
ELECTIVE		4
ELECTIVE		4

16

SECOND QUARTER

HIGH SCHOOL PROBLEMS 202.....	4
ELECTIVE	4
ELECTIVE	4
ELECTIVE	4
	<hr/>
	16

THIRD QUARTER

GENERAL METHOD 203	4
ELECTIVE	4
ELECTIVE	4
ELECTIVE	4
	<hr/>
	16

SENIOR YEAR

FIRST QUARTER	QUARTER HOURS
ELECTIVE	4
ELECTIVE	4
STUDENT TEACHING 209a (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	8
	<hr/>
	16

SECOND QUARTER

ELECTIVE	4
ELECTIVE	4
STUDENT TEACHING 209b (WITH DIRECTED OBSERVATION AND ADVANCED PARTICIPATION)	8
	<hr/>
	16

THIRD QUARTER

PHILOSOPHY OF EDUCATION 207.....	4
ELECTIVE IN EDUCATION*	4
ELECTIVE	4
ELECTIVE	4
	<hr/>
	16

*Choice of 208, 209, 210, 211, 212, 215.

REQUIREMENTS GOVERNING CHOICE OF ELECTIVES**CURRICULUM FOR SENIOR HIGH SCHOOL TEACHERS**

Students in the curriculum for senior high school teachers choose their electives with the purpose of preparing themselves for their several teaching fields. Each student must select a first teaching field and a second teaching field and, when possible, a third teaching field, and in each take a sequence of courses which prepares him to teach in that field. The particular courses are prescribed. The courses which he is required to take represent the minimum.

In the division of secondary education, there are six teaching fields as follows:

1. Biological Science
2. English (literature and English expression)
3. Foreign Language (French, German, Latin)
4. Mathematics
5. Physical Science (physics, chemistry, geography)
6. Social Science (economics, geography, history, political science, sociology)

In the freshman year students devote most of their time to the subjects prescribed in the General Curriculum for all teachers. At the same time they begin the study of their first teaching field.

In the sophomore year students take a second year's work in the field elected in the freshman year; at the same time they begin the study of the second teaching subject, which may be one of the beginning courses offered in the freshman year, not already taken, or a beginning course in one of the following special fields:

1. Agriculture	5. Home Economics
2. Art	6. Industrial Arts
3. Commerce	7. Music
4. Health and Physical Education	8. Speech

The choice of the second and third teaching subjects and the courses to be taken in those fields must be approved by the director of the division. Students are given careful guidance by their directors in terms of the teaching combinations found in the high schools of the state.

The studies of the General Curriculum are counted toward the required amount of work in the first teaching field and the second teaching field, so that a student who chooses English, natural science, or social science, is able to devote more than 96 quarter hours to his teaching subjects, thus making it possible, in some cases, to add a third teaching subject or to devote additional time to those already chosen. Most students are urged to secure some work in a third teaching subject.

ENGLISH

Freshmen who choose English as their first teaching field take Geography (General Regional Geography, Geography of Industry and Com-

merce, and Geography of North America), or General Mathematics, or French, or German, or Latin as an elective.

FOUR YEAR SPECIAL CURRICULA

The four year special curricula in Agriculture, Art, Commerce, Home Economics, Industrial Education, Music, Physical Education for Men, Physical Education for Women, and Speech have the same core as has the curriculum for secondary school teachers (pp. 70-72). Students in these curricula may utilize the courses required in Contemporary Civilization, History of Civilization, Natural Science, and English, amounting in all to 48 quarter hours, with additional work in one or more of these fields, to secure sufficient preparation to teach a second and, in some cases, a third subject.



McCORMICK GYMNASIUM



ATHLETIC FIELD
(McCormick Gymnasium in Background)

COURSES OF INSTRUCTION

Definition of Credit—For credit purposes each course is assigned “quarter hour” value, each “quarter hour” representing one period of prepared class work per week for one quarter. With one exception, all courses are either 4 quarter hour or 2 quarter hour courses.

In most courses the class meets for four single class periods a week or four double class periods or some combination of single and double periods which, counting two double periods as equal to one single period, does not make more than the equivalent of four single periods. A single class period is fifty minutes in length and a double period one hundred minutes. Two double periods of unprepared work are rated the same as one single period of class work requiring one additional hour of outside preparation.

Certain courses known as year courses are continuous throughout the year and are not considered finished until the work of the third quarter is completed. These continuous year courses are indicated by the letters a, b, and c, following the number of the course.

Courses of Upper and Lower Level.—The various courses are of three different grades as far as progressive advancement is concerned.

A. Freshmen Courses. These are the comprehensive introductory courses in the various subjects offered in the freshman year. These courses are numbered 1-99. Sophomores, juniors and seniors, in some cases, may take these courses but only a limited number of freshman and sophomore courses may be counted for graduation when taken by juniors and seniors.

B. Sophomore Courses. These courses are numbered 101-199. They either require sophomore standing or prerequisite courses which will ordinarily be taken in the freshman year.

C. Courses Open Only to Juniors and Seniors. These are advanced intensive courses and are not open to freshmen and sophomores. They are numbered 201-299. Two-thirds of all of the work of the junior and senior years must be in these courses.

Course Credit.—The quarter during which a course is given is indicated by a Roman numeral placed after the number and title of the course, I for the fall quarter, II for the winter quarter, and III for the spring quarter. A number in parentheses shows the credit value in quarter hours.

The following designations are used:

I (4): a course carrying four quarter hours credit, given in the fall quarter.

II (4): a course carrying four quarter hours credit, given in the winter quarter.

III (4): a course carrying four quarter hours credit, given in the spring quarter.

I (4) or II (4) or III (4): a course which is given each quarter.

I (4) and II (4) and III (4): courses which follow in sequence, one description covering the three courses.

Prerequisites are listed when required.

AGRICULTURE

Students choosing agriculture for a first teaching field take as a minimum the following sequence: 1a, 1b, 1c, 102, 103, 104, 105, 106, 107; 204, 205, 206, or 212, 213, 214.

Students choosing agriculture for a second teaching field take as a minimum the following sequence: 1a, 1b, 1c, 102, 103, 104, 105, 106, 107.

Students choosing agriculture for a third teaching field take as a minimum the following sequence: 1a, 1b, 1c, 105, 106, 107.

Courses 204, 205, 206 alternate with 212, 213, 214; courses 212, 213, 214 will be taught in 1934-35.

Courses 209, 210, 211 alternate with 207, 208a, 208b; courses 207, 208a, 208b will be taught in 1934-35.

1a. General Agriculture—I (4)

This course is designed to acquaint the students who are majoring in agricultural education with the cardinal points of the whole field of study. The work of the course deals largely with the history and importance of agriculture; the importance, uses and cultural methods of the leading field crops and a study of cattle, horses, sheep and swine with reference to types, breed characters and their economic importance on the farm.

1b. General Agriculture—II (4)

This course deals with a number of important points pertaining to the subject of feeds and the feeding of farm animals such as: nutrients and their functions, digestibility, feeding standards, balanced rations, nutritive rations, etc., and also considerable time is devoted to the study of the physical properties and management of soils under such topics as: composition and function, texture and structure, kinds and functions of soil water, soil air, soil temperature, objects of cultivation, elements of fertility, erosion control, etc.

1c. General Agriculture—III (4)

This course deals with important topics within the fields of horticulture, gardening, marketing, agricultural organizations and poultry, such as: kinds and importance of leading fruits, pruning, spraying, planning the garden, hotbed, combating weeds and other pests, types and breeds of poultry, feeding and housing, marketing services, cooperative marketing, market pools, storage facilities and functions, grange, farm bureau, United States Department of Agriculture, etc.

101. Elementary Agriculture—I (4) or II (4)

An introductory course for rural school teachers. It is designed to orient the student in a broad way in the subject. Topics studied are: project work, 4-H clubs, agricultural organizations, cooperative marketing, soils, crops, breeds of live stock, feeds, farm management, etc.

102. Types and Breeds of Farm Animals—I (4)

A study of the origin, development and improvement of cattle, horses, poultry, sheep, and swine; the character and form of various farm animals, as affecting their capacity for production of milk, speed, work, eggs, wool and meat; identification of types and breeds coupled with judging of farm animals.

Prerequisite: Agriculture 1a, 1b, 1c.

103. Feeds for Farm Animals—II (4)

A study of the classes of feeds, nutrients, and their functions in the animal body. The nature and extent of demands for feeds for maintenance, growth, fattening, milk, wool, and work. Choice of feeds and the compounding of rations.

Prerequisite: Agriculture 1a, 1b, 1c.

104. Managing and Marketing of Farm Animals—III (4)

This course includes the study of the various classes and grades of all kinds of farm animals; the handling and selling of live stock at the large centralized markets, together with market reports and demands in order to utilize information regarding markets to best advantage; the care and management of horses and sheep.

Prerequisite: Agriculture 1a, 1b, 1c.

105. Grain and Forage Crops—I (4)

A study of the methods of planting and cultivating the various cereal and forage crops; the selection and storage of seed, the treatment for fungous diseases, insect pests and weeds common to the cereal and forage plants, the conservation of the water supply for cereal and forage crops and the curing and marketing of hay.

Prerequisite: Agriculture 1a, 1b, 1c.

106. Soil Physics—II (4)

A study of the formation and classification of soils; hygroscopic, capillary, and gravitational water; the effects of drainage and color of soils on soil temperature; the granulation and puddling of soils; the preparation of seed bed and the proper tillage and rotation for the various crops.

Prerequisite: Agriculture 1a, 1b, 1c.

107. Orchard Crops—III (4)

A study of plant propagation, pruning, spraying, cultivation, fertilization, selection of varieties, harvesting and marketing, and of injurious insects and fungous diseases of the apple, peach, pear, plum, cherry, grape, brambles, and bush fruits.

Prerequisite: Agriculture 1a, 1b, 1c.

202. Farm Mechanics and Farm Machinery—II (4)

A study of the power and field machines for the various types of farm operations together with materials for construction of buildings and fencing, land improvement and building equipment.

Prerequisite: Agriculture 1a, 1b, 1c.

204. Swine—I (4)

A study of breeds of swine, selection of breeds, care and management of breeding herd, the care and feeding of growing and fattening pigs, marketing, diseases, parasites, McLean County Hog Sanitation Program and principles of selecting and judging swine for breeding and marketing.

Prerequisite: Agriculture 1a, 1b, 1c.

205. Dairying—II (4)

A course in the operation of Babcock machine, the testing of herds, feeding and management of herds and the testing of milk, cream, butter, cheese, and ice cream for butter fat, acid, bacteria casein and adulterants.

Prerequisite: Agriculture 1a, 1b, 1c.

206. Poultry—III (4)

Selection of building site, housing, fixtures for poultry houses, and yarding, choosing of breeds; management, feeding and improvement of laying and breeding flock; selection, care and incubation of eggs; brooding and growing chicks; marketing of products; prevention and treatment of diseases of chickens; also raising of ducks, geese, and turkeys.

Prerequisite: Agriculture 1a, 1b, 1c.

207. History of Agriculture—I (4)

A study of the agriculture of people of many lands of other times. Thoughtful consideration is spent in tracing the main influences which have given rise to the modern art and science of agriculture.

Prerequisite: Agriculture 1a, 1b, 1c.

208a. Agricultural Economics—II (4)

Study of the characteristics and classification of land; the present and future utilization of urban and agricultural land; forest and mineral land; property rights in water; ownership of land; land credit and land values; policies of land settlement and development, and of land taxation.

Prerequisite: Agriculture 1a, 1b, 1c.

208b. Agricultural Economics—III (4)

A study of the present day agricultural economics, its place in the national economy, relief programs, effect of surplus on prices and incomes; price raising schemes by government action; individual and cooperative adjustment and proposed reforms for agriculture.

Prerequisite: Agriculture 1a, 1b, 1c.

209. Judging Farm Animals—I (4)

A careful study is made of the fundamentals of live stock judging and its relation to production, marketing and showing. Individual scoring and

comparative judging will be practiced. Other topics to receive attention are: show-ring practices, judging contests and breed and variety characters.

Prerequisite: Agriculture 1a, 1b, 1c.

210. Agricultural Organizations—II (4)

The purpose of this course is to make a careful analysis of the forms, objectives and influences of public and private agricultural organizations in the United States. Some leading organizations to be considered are: Federal and state departments of agriculture, experiment stations, farm-bureaus, granges, organizations under the Smith-Hughes law, etc.

Prerequisite: Agriculture 1a, 1b, 1c.

211. Marketing of Agricultural Products—III (4)

An attempt is made to follow up a recent wide interest in that phase of economics known as marketing. A careful study is made concerning processes necessary, the machinery of markets, price-making forces, reasons for existing practices, marketing services, cooperative marketing and agricultural credit facilities.

Prerequisite: Agriculture 1a, 1b, 1c.

212. Farm Management—I (4)

A course in locating fields, lots and buildings, farm equipment, the distribution and use of farm labor and capital, the cropping systems, the marketing of farm products and the keeping of farm accounts.

Prerequisite: Agriculture 1a, 1b, 1c.

213. Farm Accounting—II (4)

This course is a study of the application of accounting principles and forms to the farm business. Especial attention will be given to farm financial records, feed records, labor records, production records, breeding records, inventories, and methods of determining live stock and crop production costs.

Prerequisite: Agriculture 1a, 1b, 1c.

214. Home and Farmstead Planning and Landscaping—III (4)

This course deals with the arrangements and planting of flowers, shrubs, trees and vines needed for the proper decoration of farmstead, home and school grounds, also, control of diseases and pests, cultivation and pruning.

Prerequisite: Agriculture 1a, 1b, 1c.

215. Agriculture Method—I (4)

A practical analysis and study is made of the instructional problems involved in the teaching of agriculture in rural schools and in the non-vocational and vocational high schools. Emphasis is placed upon the proper organization and use of reference material and data from the agricultural experiment stations and research laboratories, illustrative materials, special and general equipment, lesson planning, farm and community surveys, use of job analysis, project supervision, organization of curricula and agri-

cultural courses in the high school, laboratory and shop methods, field trips and the extension activities of the agriculture teacher.

Prerequisite: Agriculture 1a, 1b, 1c.

ART

Students choosing art for a first teaching field take as a minimum the following sequence: 5, 6, 7, 102, 103, 104, 216, 217, 218, 201, 202, 203.

Students choosing art for a second teaching field take as a minimum the following sequence: 5, 6, 7, 102, 103, 104, 216, 217, 218.

Students choosing art for a third teaching field take as a minimum the following sequence: 5, 6, 7, and 102, 103, 104, or 216, 217, 218.

1. Introduction to Art Quality—I (2) or II (2) or III (2)

This course deals with fundamental drawing, design, and color theory studied through original experimentation by the students with charcoal, crayons and tempera paint.

2. Elementary Art Expression—II (2) or III (2)

This course offers students of the intermediate, upper grade and rural curriculums an opportunity to become familiar with the use of a wider range of art materials, methods and processes suited to the elementary school.

Prerequisite: Art 1.

3. Exploration in Art Processes—II (2)

A course in which art methods, materials and processes suited to children of the primary-kindergarten grades are experimented with and discussed.

Prerequisite: Art 1.

4. Expression in Art Elements—II (2) or III (2)

This course stresses the principles of arrangement of lines, darks and lights, colors and forms essential to all artistic expression with original designs suited in material and method of development to use in the elementary school.

Prerequisite: Art 1.

5. Appreciation of Art Quality—I (4)

This course presents principles for understanding art. Theory of color, design and drawing are given through original problems using charcoal, crayons, pencils and water colors as materials.

6. Design, Color and Drawing—II (4)

This course continues the study begun in Art 5. Emphasis on beauty of arrangement in line, dark and light and in color. A study of methods and materials suited to children's use of art at different age levels is included.

Prerequisite: Art 5.

7. Industrial and Craft Processes—III (4)

Elementary problems in weaving, making of decorative papers, book-making, and wood are designed and executed. The relationship to industrial processes is gained by field trips.

Prerequisite: Art 5 and 6.

102. Elementary Composition—I (4)

A study of pictorial arrangement as applied to children's illustrations, dramatizations and individual creative painting. It includes painting practice with tempera and water color paint, as well as a study of line, pattern, form and color in pictorial art.

Prerequisite: Either Art 1, 2 or 3, and 4; or Art 5, 6, and 7.

103. Figure Study—II (4)

A study of the appearance and articulation of the human body and its parts, in various media, from models and imagination. The proportions of the figure according to age and sex; the ability to use the figure in compositions according to the principles of design.

Prerequisite: Art 102.

104. Lettering—III (4)

This course develops an understanding of letter forms and arrangements through original practice in making signs, posters, book plates, pages of manuscript writing and book designs.

Prerequisite: Either Art 1 and 2 or 3; or Art 5 and 6.

201. Estimates of Contemporary Art—I (4)

A consideration of the art movements in the major and minor fields since 1880. A study is made of the aims, accomplishments and contributions of these movements for the purpose of establishing a background for appreciation and critical evaluation of modern art.

202. Inquiry into Art Origins—II (4)

A consideration of the art contributions from prehistoric times to the Impressionists. The purposes are: an appreciation of the contributions in themselves; an understanding of the developmental forces behind the various movements; and the logical evolution of their movements into modern art.

203. Painting Techniques—III (4)

A study of the varying traditions in painting through analysis of compositions by other artists and through original experimentation with painting materials.

Prerequisite: Art 202.

205. Metalcrafts—II (4)

This course acquaints students with the possibilities in design and construction of jewelry. Standards of appreciation, mastery of various techniques, and creative experimentation are stressed.

Prerequisite: Art 216.

207. Advertising Art—I (4)

A course related to the various fields of commercial art, to provide experience in the composition of many types of subject matter in a variety of media and techniques, with analysis of the ideas involved in such problems and their most effective expression. A study of similar material as suited to high school art courses.

Prerequisite: Art 102, 103, 104.

208. Art in Costume—II (4)

A course intended to give a foundational knowledge of art quality in contemporary dress, both masculine and feminine for analytical and appreciative judgment, and the application to personality expression in becoming and appropriate clothing. Lecture, discussion, studio practice, field trips. Application to teaching levels.

Prerequisite: Art 102, 103, and 104.

209. Art in Home and Community—III (4)

A course planned to develop standards of taste and discriminating judgment in the planning of homes in traditional and modern styles, interior decoration, furniture design and construction, fabrics and accessories for the home, and design problems of civic planning. Lecture, discussion, studio practice, field trips. Application to teaching levels.

Prerequisite: Art 208.

210. Advanced Painting—I (4)

This course is for advanced students who desire further practice in creative expression in either water color or oil painting.

Prerequisite: Art 203.

211. Art Education Method—III (4)

This course includes discussions of objectives for art teaching, methods of procedure, materials, tools and equipment; also curriculum materials in art.

Prerequisite: Either Art 1 and 2 or 3, or Art 5 and 6.

213. Illustrative Art Materials—I (4)

A course offering the opportunity for selection and preparation of illustrative material for the teaching of art, its sources, arrangement, care and proper uses at various teaching levels by art specialist, teacher, and student; the preparation, presentation and care of exhibits; development of an evaluated bibliography. Lecture, discussion, studio work.

Prerequisite: Either Art 1 and 2 or 3; or Art 5 and 6.

214. Art in Dramatic Production—II (4)

A course presenting a foundational knowledge of the requirements of design in settings, lighting, make-up, costume, and movement in drama, pageantry, children's theatre, etc., with experience in dealing with some of the problems of stage design, and individual investigation in the field. Lecture, discussion, term project. Application to teaching levels.

Prerequisite: Either Art 1, 2 or 3, and 4; or Art 5, 6, and 7.

215. Creative Expression—III (4)

An advanced design course offering an opportunity for individual experimentation with art materials, and techniques used in high school design courses.

Prerequisite: Art 217.

216. Elementary Design—I (4)

A study of the sources and principles of design with creative expression in the common forms of pattern and arrangement. Practical application is made in several media to the decoration of textiles.

Prerequisite: Art 1 and 2 or 3: or Art 5 and 6.

217. Design in Craft Media—II (4)

This course deals with the media of leather and metals. The designing and making of articles in each medium, further appreciation of raw materials, the type of design needed for each material, and the finished product.

Prerequisite: Art 216.

218. Modeling and Pottery—III (4)

This course includes the principles of design as applied to clay, and the execution of these designs in elementary forms of modeling and of pottery. Also a study of simple hand-built pottery processes.

Prerequisite: Art 216.

BIOLOGICAL SCIENCE

Students choosing biological science as their first teaching field take General Earth Science 4a, 4b, 4c, as the elective in addition to General Biological Science, 3a, 3b, 3c in the freshman year. During the sophomore year they take General Physical Science 102a, 102b, 102c. They are also required to take an additional 36 hours as follows: 104a, 104b, 104c, 105a, 105b, 105c; and 202a, 202b, 202c or 208; or 203a, 203b, 203c.

Students choosing biological science as their second teaching field take the following: 3a, 3b, 3c, 104a, 104b, 104c, 105a, 105b, 105c.

Students choosing biological science as their third teaching field take the following: 3a, 3b, 3c, 104a, 104b, 104c.

1b. Natural Science in Modern Life—I (4) or II (4) or III (4)

This course is a component part of "Natural Science in Modern Life" and covers a term's work primarily concerned with the influence of the biological sciences upon the course of human affairs.

2. General Biological and Physical Science—I (4) or III (4); 101, General Biological and Physical Science—I (4) or II (4) or III (4)

An integrated course in science, continued for twenty-four weeks in the two year curricula, involving studies in birds; insects; garden; trees; weeds; spore bearing plants; heavenly bodies; the earth's rock, mineral and soil foundations; matter, energy and work; teaching materials and techniques. Individual and group field trips are employed.

3a. General Biological Science—I (4)

This is a general introductory course in general biology dealing with principles of structure, of function, of inter-relations, and of development among invertebrate animals, including a discussion of the simple and best established theories concerned with this group of animals.

3b. General Biological Science—II (4)

This is a study of human physiology. As a basis for the understanding of the fundamental life processes, as much of the anatomy and physiology of higher animals is taught as time permits. This knowledge gives a background for the intelligent study of hygiene.

Prerequisite: Biological Science 3a.

3c. General Biological Science—III (4)

The scope of botany together with its economic applications and its position in the field of education is outlined in this course. The course deals with the fundamental principles essential to a study of the structure, functions, and classification of seed plants. The experimental phases of the work are concerned with life processes common to both plants and animals.

Prerequisite: Biological Science 3b.

104a. Plants and Their Evolution and Development—I (4)

In this course the way is paved for an understanding of the complexities of structure and function of our useful plants by a study of their more simple ancestors. While the course is largely a morphological and taxonomic study of the Thallophytes and Bryophytes, such considerations are not regarded as ends in themselves but are used in the interpretation of those broad and sweeping principles essential to an understanding of life and existence.

Prerequisite: Biological Science 3c.

104b. Plants and Their Evolution and Development—II (4)

A study is made of the external form and internal structure of the vascular plants in which groups phylogenetic relationships are traced. The procedure is such that it involves a mastery of the essential principles necessary for the preparation and staining of permanent slides for the comparison of plant tissues and for the study of chromosome behavior in reproduction.

Prerequisite: Biological Science 104a.

104c. Plants and Their Evolution and Development—III (4)

The work of the preceding course continues primarily as a field course largely taxonomic and ecologic in nature. Facility in the ready identification of plants by means of keys and manuals as well as some comprehension of the ecological factors governing the distribution of plants are outcomes of the term's work.

Prerequisite: Biological Science 104b.

105a. Animals and Their Evolution and Development—I (4)

This is an intensive study of animal forms of the lower invertebrate group.

Prerequisite: Biological Science 3b.

105b. Animals and Their Evolution and Development—II (4)

This is a continuation of the work done in Animals and their Evolution and Development 105a. It includes a study of the higher invertebrates.

Prerequisite: Biological Science 105a.

105c. Animals and Their Evolution and Development—III (4)

This is a thorough study of representative forms of the phylum Chordata.

Prerequisite: Biological Science 105b.

201a. Studies in Biological and Physical Science—I (4)

A course in advanced materials and methods of elementary science involving the underlying principles, materials, equipment, and the principal devices and techniques employed in modern, efficient elementary science teaching. Critical, constructive discussions follow actual observations of elementary science teaching.

Prerequisite: Biological Science 2 or 101.

201b. Studies in Biological and Physical Science—II (4)

This course deals with the objectives, subject matter organization, pupil activities, procedures, materials of instruction and desirable outcomes of elementary and general science. Actual practice in constructing typical portions of courses of study is undertaken.

Prerequisite: Biological Science 2 or 101.

201c. General Biological and Physical Science—III (4)

This course deals with the general principles and procedures of gardening and involves practice in early indoor plantings, transplantings, and the actual planning and construction of vegetable and flower gardens. Some attention is given to the principles of landscape gardening. Field trips to nurseries, greenhouses, gardens, rockeries and pools are conducted.

202a. Economic Botany—I (4)

A study is made of those types of plant diseases caused by bacteria and fungi.

Prerequisite: Biological Science 104a

202b. Economic Botany—II (4)

This is a course in bacteriology planned to meet the needs of students in agriculture, home economics, health-sanitation, and science in general. Yeast, fungi, and bacteria are studied in relation to human welfare.

Prerequisite: A laboratory course in biology.

202c. Economic Botany—III (4)

This is a course in plant physiology dealing with the reactions of plants to natural factors in their environment and their further response under the hand of man.

Prerequisite: Biological Science 3c.

203a. Economic Zoology—I (4)

An introduction to the structure, physiology, behavior, development, transformations and distributions of insects. The history and progress of entomology is briefly reviewed. The course involves laboratory work, an insect collection, classroom discussions and directed field work.

203b. Economic Zoology—II (4)

This is a general course in the study of heredity, genetics, eugenics and evolution. This course may be taken for its general cultural value by students not majoring in biology.

203c. Economic Zoology—III (4)

Birds, fish, reptiles, amphibians and predatory as well as game animals are studied in the field. Such parasites of these animals as are harmful to man are also considered. Conservation is a component part of the course.

Prerequisite: General Biological Science 3c.

208. General Bacteriology—III (4)

This course is a direct continuation of Economic Botany 202b. It is designed for those students who need more specific information both in regard to bacteriological methods of procedure and applications than is contained in the first course in bacteriology.

Prerequisite: Biological Science 202b.

210. Methods and Materials in High School Biology—I (4)

This course deals with the outcome that should be aimed at in the teaching of biology in the high school; with the selection and organization of subject matter for high school courses; with the methods of laboratory and classroom instruction; with the collection and preservation of laboratory and museum materials; and with the general current problems of science teaching in the high schools. Students should take this course the last year before leaving the institution to teach biology in the high school.

Prerequisite: Biological Science 104c.

COMMERCE

Students choosing Commerce for a first teaching field take as a minimum the following sequence: 1a, 1b, 1c, 101a, 101b, 101c, 102a, 102b, 102c, 201a, 201b, 201c, 202a, 202b, 204a, 204b, 208, or Social Science 211, Geography 205.

Students choosing Commerce for a second teaching field may take any one of the following sequences:

(1) 1a, 1b, 1c, 102a, 102b, 102c, 202a and 101a, 101b, 101c, or 204a, 204b, 207.

(2) 101a, 101b, 101c, 201a, 201b, 201c, 204a, 204b, and 206 or 207.

(3) 101a, 101b, 101c, 204a, 204b, 205, 206, 207, 208.

Students choosing Commerce for a third teaching field may take any one of the following sequences:

(1) 1a, 1b, 1c, 102a, 102b, 102c.

(2) 102a, 102b, 102c, 201a, 201b, 201c.

(3) 102a, 102b, 102c, 204a, 204b, and 206 or 207.

1a. Business Organization and Experience—I (4)

This is the first of the orientation courses for freshmen who select their teaching fields in commerce. The topics studied cover a survey of the fundamental business activities, borrowing and lending, frauds and correction, elementary contract making, and business ethics. The student, through text-book study and many research problems, is given an insight into the effects of business operations so that by acquaintance with principles of business he is enabled to think as a business man does.

1b. Business Organization and Experience—II (4)

A continuation of Business Organization and Experience 1a; it covers the fields of buying and selling, advertising, budgeting and accounting, risk and insurance, marketing and merchandising, and the study of the philosophy of successful business men. With this is combined the first approach of the student to the use of office machines, particularly the typewriter. Rhythm in operation and reasonable individual skills are expected.

Prerequisite: Commerce 1a.

1c. Business Organization and Experience III (4)

A course which continues the technique of office machines and introduces materials and methods in beginning shorthand. The student is expected to be able to produce a typed transcript from the beginning of the quarter. General handling of business correspondence and a reasonable standard of speed and accuracy is required. The Gregg system of shorthand is used.

Prerequisite: Commerce 1b.

101a. Elementary Accounting—I (4)

Introductory accounting practice through the business equation. The student is made acquainted early with property rights and the results of changes in these rights as reflected in the accounts. The financial statements, operating statements and balance sheets, are studied as to form and as bases for analytical study of real and nominal accounts. Many problems and supplementary exercises are worked out by the student. The practical use of books of original entry and of business vouchers is a part of the course.

101b. Elementary Accounting—II (4)

This course carries through a gradual development of accounting theory leading up to partnership accounting. Controlling accounts, special columnar journals, special forms for case records, accounting for depreciation and customers' accounts, the use of deferred and accrued items, and the detail of adjusting and closing books, form the program of this work. Practice work correlated to the subject-matter is required of the student.

Prerequisite: Commerce 101a.

101c. Elementary Accounting—III (4)

The formation and operations of a corporation, accounts and records peculiar to a corporation, manufacturing accounts and a study of cost accounting, a study of organized voucher systems, further analysis of financial statements of graded difficulty, furnish the materials of this course.

Prerequisite: Commerce 101b.

102a. Shorthand and Typewriting—I (4)

Consists of two divisions—Shorthand and Typing. Accuracy and speed in transcript are expected and the student is led progressively through the theory and practice of this type of skill training. Methods of instruction are included as the course develops.

Prerequisite: Commerce 1c.

102b. Shorthand and Typewriting—II (4)

This course is a continuation of Shorthand and Typewriting 102a and the procedure includes further skill development in shorthand and typing. The principles of the direct method are now introduced. Tabulation, speed drills, stencil cutting and easy rough draft materials accompany the progress of the instruction.

Prerequisite: Commerce 102a.

102c. Shorthand and Typewriting—III (4)

Advanced types of material are used for the work on the office machines, and the methods and practice in filing are introduced. The shorthand manual is completed together with the direct method materials. Vocabulary development is essential and there is constant dictation and transcription.

Prerequisite: Commerce 102b.

201a. Advanced Accounting—I (4)

A study is made of revenue records in theory and practice, with financial statements affecting all types of business ownership. Much problem material is used, increasing in detail and difficulty as the work progresses. Materials in partnership accounting will be given much attention.

Prerequisite: Commerce 101c.

201b. Advanced Accounting—II (4)

This course follows Advanced Accounting 201a and includes a study of accounting theory and practice in consignments, installment selling, joint ventures, liquidations, and reorganizations. The elements of income tax accounting are introduced.

Prerequisite: Commerce 101c.

201c. Advanced Accounting—III (4)

This course continues the routine of Advanced Accounting 201a and 201b and involves practice and procedure in insolvency and bankruptcy, fund accounting, municipal and fiduciary accounting, appraisals, bond issues, system organization, actuarial science, and corporation income tax procedure. Considerable work is done in the ratio analysis of financial statements.

Prerequisite: Commerce 101c.

202a. Advanced Secretarial Work—I (4)

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Speed building is an objective. In shorthand, a speed of 120 words a minute is expected. Teaching methods are developed further.

Prerequisite: Commerce 102c.

202b. Advanced Secretarial Work—II (4)

This is a course with special emphasis on those aspects of English which apply to business expression. The qualities of forceful writing, the characteristic expression forms that business men of ability use, and instruction in all types of letter forms, and the effective composition of business documents of various types.

203. Business Mathematics and Statistics—III (4)

A course for advanced students who have had at least one year of college accounting. Problems covering the fields of merchandise control, profit statistics, operating ratios, interest and discount, actuarial computations, averaging of accounts, and analysis of financial statements from the statistical point of view.

204a. Business Law—I (4)

The first of the courses in business law will include a thorough discussion of contracts. It is intended to use as many illustrative cases as time will permit. An essential policy in this course is thoroughness in ground work. If there is time, some special study will be made of sales of goods and agencies.

204b. Business Law—II (4)

The divisions of business law covered will include negotiable instruments, bailments, installment contracts, insurance, loans and discounts, partnerships and other business associations, property, and some treatment of the taxation laws affecting sales, income, and organization.

Prerequisite: Commerce 204a.

206. Economic Foundations of Business—I (4)

A survey is made of the economic and socio-business principles and the influences which have determined present-day methods of business organization and management. Economic theory is studied with particular reference to the practical application of theory to business operation.

207. Business Organization and Management—II (4)

Forms of business enterprise, methods of organization, and internal policies, form the basis of this course. The corporation particularly is studied. Attention is given to business promotion, plant location, managerial structure, factory organization and operation, and labor control.

208. Financial Organization and Management—III (4)

This course deals with the movement of credit and financial control, the place of banking as a business aid, and methods and procedures in the analysis of financial records. Practical problems form a large portion of the work.

Prerequisite: Commerce 207.

209. Salesmanship and Advertising—I (4)

This is a course which deals with the practical problems in distribution and consumer demand. The study of applied principles of selling, both through publicity channels and direct personal approach, is accompanied by practical demonstration and personnel development.

210. Merchandising and Marketing—II (4)

This course has two purposes: one, to acquaint the student with the formation of a market and the methods used in business to organize and control the distribution of industrial goods; and second, the study and application of the practical business problem of managing the selling activity.

EDUCATION

The work in Education for the Freshman year in the two-year curricula is an integrated course planned to provide an opportunity for the student to experience a gradual but unified growth throughout the year. The Sophomore courses in Education are planned to continue the integration of the experiences and observations gathered by the students during their freshman year.

1. Introduction to Elementary Education—I (4)

The purpose of this course is to orient the student to the professional environment through a study of such topics as education and social needs; the growth, behavior and interests of children; the opportunities afforded by the school.

2. Psychology—II (4)

This course is a continuation of Education 1 with special emphasis upon the psychology of learning and teaching.

Prerequisite: Education 1.

3. Elementary School Methods—III (4)

A continuation of Education 1 and 2, the chief considerations being: the school plant; the physical equipment of the schoolroom; and general methods of teaching.

Prerequisite: Education 2.

101a. Administrative and Curricular Problems—I (4) or II (4) or III (4)

The topics considered in this term deal with the selection and organization of curriculum materials; general administrative problems such as marking, grouping, and promotion; school law; professional relationships; materials and methods in language, spelling, writing.

Prerequisite: Education 3.

101b. Classroom Problems—I (4) or II (4) or III (4)

Problems of classroom organization, group control, lesson planning, classroom technique and methods and materials in reading and the social studies are discussed.

Prerequisite: Education 3.

101c. Technique of Teaching and Testing—I (4) or II (4) or III (4)

This course parallels the student teaching and deals with the problems encountered by the student in the actual school room situation, including testing and remedial work.

Prerequisite: Education 3.

101. Educational Psychology—I (4)

The aim is to give the student a working knowledge of the principles of psychology, with specific applications to the field of teaching. Emphasis is to be placed on mental development, the learning processes, mental hygiene and social adjustment.

102. Tests—II (4)

A study of methods and uses of objective measurements, informal as well as standardized tests, achievement and intelligence. Emphasis is to be placed on methods of administering, the evaluation of results through statistical methods, diagnostic testing and remedial teaching, with practical demonstrations in the training schools.

103. The American Public School—III (4)

Some major units of study are (1) the genesis and legal status of the public school in American society; (2) the relation of secondary to elementary and higher education; (3) the distinctive objectives of secondary education; (4) its curricula; (5) its organization and mainte-

nance; (6) its staff—administrative and teaching; (7) comparison with secondary education in other countries.

Prerequisite: Education 102.

201. High School Problems—I (4)

A study of the problems of secondary education as determined by the needs of adolescent nature on the one hand and the demands of the American secondary school on the other. This course and High School Problems 202 are designed to introduce the student to the problems of the High School not provided for by special elective courses. In this course a series of specific problems such as the adolescent, guidance and counseling, extra-class activities, and other related topics are studied from the teacher's viewpoint.

Prerequisite: Education 103.

202. High School Problems—II (4)

A study of the factors which condition the teaching process. The course deals with practical problems such as the teacher's equipment, classroom management, behavior problems, school hygiene, marking systems, keeping of records, schedule making, and teacher relationships.

Prerequisite: Education 103.

203. General Method—III (4)

Function of the secondary school; the learning units, unit mastery, the mastery formula, motivation, and interest; mastery of group control, the learning cycle, the courses, and units in various activities. Exploration, presentation, assimilation, organization, and recitation in the various subjects; pure practice teaching; and finally the effect of administrative technique in acquiring results.

Prerequisite: Education 202.

207. Philosophy of Education—I (4) or II (4) or III (4)

This course makes a philosophical interpretation of education in and for the democratic way of living. Its standard of critical evaluation and constructive suggestion is the ideal of complete human living socially and personally according to individual opportunity and capacity. It therefore gives due emphasis to the philosophy of character development in social personality as the supreme product of a democratic social order.

Prerequisite: Education 201, 202, 203.

208. Psychology of the Elementary School Subjects—I (4)

A study of the psychological processes involved in the elementary school, through a study of the pupil and a psychological analysis of elementary school subjects. A critical evaluation of methods of teaching elementary school subjects, with the aim of developing a working knowledge of the most effective teaching methods.

Prerequisite: Education 201, 202, 203.

209. Psychology of the Secondary School Subjects—I (4)

Skill in teaching a specialized subject implies (1) knowledge of the subject, and (2) ability to see it as opportunities for the development of high school pupils. This course approaches the problem from the viewpoint of the application of knowledge of the psychology of young people to the teaching of subject-matter, i. e., from the psychological side. However, differences in the major teaching interests of the members of the class are recognized in the differentiation of the work of the course according to subject-matter, each student working most of the time along the line of the subjects he is preparing to teach.

Prerequisite: Education 201, 202, 203.

210. Research Problems in Educational Psychology—II (4)

After a preliminary study of methods of research in this field, problems related to learning, teaching, or testing will be selected and worked out experimentally either in the laboratory or in the training schools according to the nature of the problem chosen by the student. Open to seniors only. Class limited to twelve.

Prerequisite: Education 201, 202, 203.

211. History of American Education—III (4)

This course aims to qualify for more intelligent, appreciative and progressive participation in present-day education and life by an understanding of the origin and development of educational systems and educative processes. A comparative view of contemporary education in other countries is included.

Prerequisite: Education 201, 202, 203.

212. High School Administration—II (4) or III (4)

Curriculum equipment, class organization, technique of management and supervision, and relation to elementary and higher education, social activities.

Prerequisite: Education 201, 202, 203.

215. Supervision of Instruction—I (4) or II (4) or III (4)

This course attempts to determine the objectives of supervision, the aims of classroom instruction, the best methods of teaching, and recognized standards of attainment, and their relative values. It discusses the means of securing a cordial teacher attitude, and of arousing a persistent ambition on the part of the teacher to utilize her knowledge of the aims, methods, and standards considered.

Prerequisite: Education 201, 202, 203.

ENGLISH

Students choosing English for a first teaching field take as a minimum the following sequence: 1a, 1b, 1c, 101a, 101b, 101c, 207; two of 202, 203, 204; two of 209, 208, 206; two of 210, 212, 215; 211a or 211b. This group is also advised to take 205.

Students choosing English for a second teaching field take as a minimum the following sequence: 1a, 1b, 1c, 101a, 101b, 101c; one of 202, 203, 204; one of 209, 208, 206; one of 210, 212, 215; 211a or 211b; 214a or 207.

Students choosing English for a third teaching field take as a minimum the following: 36 quarter hours including 1a, 1b, 1c.

1a. Essays and Composition—I (4) or II (4)

This course deals with prose models of non-fiction, and aims at securing interpretation and expression of thought. Emphasis is given to the technique of writing correct and effective English.

1b. Fiction—II (4) or III (4)

This course provides for extensive reading of the novel and the short story. It aims to stimulate enjoyment in reading and to create a taste for the best in fiction. Suitable emphasis is given to effective expression.

Prerequisite: English 1a.

1c. Poetry and Drama—II (4) or III (4)

This is the third course in the sequence for freshmen. Some time is given to poetry, chiefly modern. Fifteen to twenty modern plays are read and discussed. Oral and written reactions are required.

Prerequisite: English 1b.

101a. World Literature—I (4)

Selected masterpieces in ancient literatures are read for an appreciation of Hebrew, Greek, and Roman ideals respectively. The reading includes selections from the following: The literature of the Old Testament; the Homeric epics; the dialogues of Plato, the Greek dramatists; Virgil, Horace, Epictetus, and Marcus Aurelius.

Prerequisite: English 1a, 1b, 1c.

101b. World Literature—II (4)

After a rapid introduction to medieval story-telling and drama, more extended attention is given to Dante's *Divine Comedy* as the literary expression of the ideals of the middle ages. The latter part of the term is devoted to representative writers of the Renaissance, including Cellini, Cervantes, and Montaigne. This course is a continuation of 101b, but may be taken independently of it.

Prerequisite: English 1a, 1b, 1c.

101c. World Literature—III (4)

The modern movements of neo-classicism, romanticism, and realism are studied in the works of such writers as Racine, Moliere, Rousseau, Voltaire, Schiller, Goethe, and the French and Russian realists. This course is a continuation of the two foregoing courses, but may be taken independently.

Prerequisite: English 1a, 1b, 1c.

102. Children's Literature—I (4) or II (4) or III (4)

A study of the materials suitable for the elementary grades selected from traditional literature, modern fanciful tales, realistic stories, and poetry. The art of story telling and criteria for judging literature for children are also discussed.

103. Functional English Grammar—I (4) or II (4) or III (4)

This course is for students in the two-year curriculums who intend to teach seventh and eighth grade grammar. It emphasizes the principles of sentence structure and the nature of the parts of speech.

201a. Children's Literature—II (4)

A brief history of children's literature and a more detailed study of old folk and fairy stories, fables, myths, and legends suitable for the elementary grades.

Prerequisite: English 102.

201b. Children's Literature—II (4)

A brief study of illustrations of children's books and a more detailed study of modern fanciful tales and modern realistic stories for children.

Prerequisite: English 102.

201c. Children's Literature—III (4)

A study of poems old and new, books of poems, and anthologies suitable for use in the elementary grades.

Prerequisite: English 102.

202. English Literature of the Middle Ages—I (4)

This course consists of a survey of the Anglo-Saxon and Middle English writings with emphasis upon the poetry of Chaucer.

Prerequisite: English 1a, 1b, 1c.

203. English Literature of the Sixteenth Century—II (4)

A course designed as a study of the literature of the English Renaissance with emphasis upon the non-dramatic Elizabethan prose and poetry.

Prerequisite: English 1a, 1b, 1c.

204. English Literature of the Seventeenth and Eighteenth Century—III (4)

A study of the prose and poetry of the seventeenth and eighteenth centuries from Milton to Goldsmith, with special emphasis on Milton, Dryden, Swift, Pope, and Johnson. The drama and the novel are not considered.

Prerequisite: English 1a, 1b, 1c.

205. The English Language—III (4)

This course gives a knowledge of the structure of the English sentence. It deals with the history of the language sufficiently to understand modern English and to show the changes which have taken place.

Prerequisite: English 1a, 1b, 1c.

206. The Novel—III (4)

An historical approach to the English novel with emphasis upon nineteenth and twentieth century novels.

Prerequisite: English 1a, 1b, 1c.

207. Advanced Writing—I (4) or II (4) or III (4)

A course in the structure and methods of detailed exposition. Emphasis is laid on the methods and standards of investigation, on organization of subject matter, and the principles governing connected discourse.

Prerequisite: English 1a, 1b, 1c.

208. Shakespeare—II (4)

The course provides for a chronological study of ten Shakespearian plays, histories, comedies, tragedies, with special problems in each.

Prerequisite: English 203.

209. Pre-Shakespearian Drama—I (4)

The course consists of a survey of English drama from the miracle plays to the time of Shakespeare. There will be special problems in the origin and development of the drama, and in the history of stagecraft and dramatic art.

Prerequisite: English 202 or 203.

210. Poetry of the Romantic Age—I (4)

A survey of the social and literary tendencies of the major English poets of the late eighteenth and early nineteenth centuries.

Prerequisite: English 1a, 1b, 1c.

211a. American Literature—I (4)

The course provides for a study of the national literature from the time of John Smith to Poe, with some consideration of the European background.

Prerequisite: English 1a, 1b, 1c.

211b. American Literature—II (4)

A study of the national literature from Poe to the present, with some emphasis on the poetry, the short story, and the novel of today.

Prerequisite: English 211a.

212. Poetry of the Victorian Age—II (4)

A study of the chief poets of nineteenth century England from Tennyson to Meredith.

Prerequisite: English 1a, 1b, 1c.

213a. Creative Writing—The Short Story—II (4)

The aims of this course are first, to give the student an opportunity to acquaint himself with the works of a large number of writers in the field of the short-story, with special emphasis on contemporary writers;

and second, to give him the opportunity of doing creative work in the short-story for himself.

Prerequisite: English 1a, 1b, 1c.

213b. The Familiar Essay and One-Act Play—III (4)

A continuation of the work of creative writing, with theory and practice in the Familiar Essay and One-Act Play.

Prerequisite: English 1a, 1b, 1c.

214a. Journalism—I (4) or II (4) or III (4)

An introduction to the principles and practice of newspaper writing and editing. Students must reserve some time during the day for reporting on the Vidette.

214b. Journalism—I (4) or II (4) or III (4)

A continuation of 214a with special emphasis on the problems of editing a school paper.

Prerequisite: English 214a.

215. British Prose of the Nineteenth Century—III (4)

A study of the most representative British prose writers of the century. It is a study of the best thought of the time on literary, social, religious, and political themes.

Prerequisite: English 1a, 1b, 1c.

FOREIGN LANGUAGES

FRENCH

Students choosing French for a first teaching field take as a minimum the following sequence: 1a, 1b, 1c, 101a, 101b, 101c, 201a, 201b, 201c, 205, 206, 207.

Students choosing French for a second teaching field take as a minimum the following sequence: 1a, 1b, 1c, 101a, 101b, 101c, and 201a, 201b, 201c, or 205, 206, 207.

Students choosing French for a third teaching field take as a minimum the following sequence: 101a, 101b, 101c, and 201a, 201b, 201c, or 205, 206, 207.

French is available as a third teaching field only to students who have had two years of high school French and who may therefore begin their college French with the work of the second year.

Courses 201a, 201b, 201c alternate with 205, 206, 207.

Courses 201a, 201b, 201c will be offered in 1934-35.

1a, 1b, 1c. First-Year French—I (4) and II (4) and III (4)

Pronunciation taught by phonetic method; essentials of grammar; exercises in hearing, speaking, and writing simple French; reading of material of graded difficulty.

101a, 101b, 101c. Second-Year French—I (4) and II (4) and III (4)

Class reading of 800 to 1000 pages of short stories, plays, novels, and essays on French civilization. Oral and written composition based on material read. Extensive reading of 500 pages each quarter.

Prerequisite: French 1a, 1b, and 1c, or two years of high-school French.

201a. French Grammar and Composition—I (4)

A systematic review of French grammar, with daily exercises in composition.

Prerequisite: French 101c.

201b, 201c. Survey of French Literature—II (4) and III (4)

A survey of French literature from the earliest times to the present day. Class reading of masterpieces of the seventeenth century. Collateral reading in each period.

Prerequisite: French 101c.

205. The French Novel—I (4)

A study of the French novel of the eighteenth, nineteenth, and twentieth centuries. Lectures in French on the history and characteristics of the type; class reading of two representative novels; collateral reading of eight others. Weekly themes in French.

Prerequisite: French 101c.

206. The French Drama—II (4)

A study of the drama of the nineteenth and twentieth centuries. Lectures in French on the development of the drama. Class reading of five representative plays, collateral reading of eight others. Weekly themes in French.

Prerequisite: French 101c.

207. Modern French Poetry—III (4)

A study of the poetry of the nineteenth and twentieth centuries through "explication de textes." Class conducted in French. Themes in French.

Prerequisite: French 101c.

GERMAN

Students choosing German for a first teaching field take as a minimum the following sequence: 1a, 1b, 1c, 101a, 101b, 101c, 201a, 201b, 201c, 208, 209, 210.

Students choosing German for a second teaching field take as a minimum the following sequence: 1a, 1b, 1c, 101a, 101b, 101c, and 201a, 201b, 201c, or 208, 209, 210.

Students choosing German for a third teaching field take as a minimum the following sequence: 101a, 101b, 101c, and 201a, 201b, 201c, or 208, 209, 210.

German is available as a third teaching field only to students who have had two years of high school German and who may therefore begin their college German with the work of the second year.

Courses 201a, 201b, 201c alternate with 208, 209, 210.

Courses 201a, 201b, 201c will be offered in 1934-35.

1a, 1b, 1c. First-Year German—I (4) and II (4) and III (4)

Pronunciation, grammar foundation, reading of simple German, oral and written exercises based on the material read.

101a, 101b, 101c. Second-Year German—I (4) and II (4) and III (4)

Chief emphasis on reading. Grammar review, oral practice continued, prose composition begun.

Prerequisite: German 1c or two years of high school German.

201a, 201b, 201c. Survey of German Literature—**I (4) and II (4) and III (4)**

A study of the most important authors from the eighth century to the present time, with the chief emphasis on the literature from 1750 to the present day.

Prerequisite: German 101c.

208. Modern German Drama—I (4)

Representative works of the outstanding dramatists of the nineteenth century from Kleist to Gerhart Hauptmann.

Prerequisite: German 101c.

209. The German Novel—II (4)

A rapid reading course in nineteenth and twentieth century fiction.
Prerequisite: German 101c.

210. German Lyric Poetry—III (4)

A study of German poetry from 1750 to the present day.
Prerequisite: German 101c.

LATIN

Students who have had two years of Latin in high school begin with Cicero; those who have had Cicero in high school begin with Vergil 2a; and those who have had four years of Latin in high school begin with Latin Prose and Poetry 3a.

Students choosing Latin for a first teaching field take as a minimum the following: 36 quarter hours beyond Vergil.

Students choosing Latin for a second teaching field take as a minimum the following: 24 quarter hours beyond Vergil.

Students choosing Latin for a third teaching field take as a minimum the following: 12 quarter hours beyond Vergil.

Courses 201, 202, 203 alternate with courses 204, 205, 206.

Courses 201, 202, 203 will be offered in 1934-35.

1a, 1b. Cicero—I (4) and II (4)

Four or five orations, selected from the Catilinarians, the *Pro Imperio Pompei* and the *Pro Archia* will be translated, with due attention to the political and historical background of each. A thorough review of Latin inflections and syntax and some drill in writing simple Latin will be given.

Prerequisite: Two years of high-school Latin.

1c. Ovid—III (4)

Selections from the *Metamorphoses* will be translated and attention paid to the metrical reading of Latin hexameters.

Prerequisite: Latin 1b.

2a, 2b, 2c. Vergil—I (4) and II (4) and III (4)

A sequence of three courses in the reading of the *Aeneid*, Books I-VI with selections and summary of Books VII-XII. Study of the purpose, sources, merits, and fame of the *Aeneid*, and its references to other classic epics. Study of poetical syntax, figures of speech, prosody, and mythology in the *Aeneid*.

Prerequisite: Three years of high-school Latin.

3a, 3b, 3c. Latin Prose and Poetry—I (4) and II (4) and III (4)

A sequence of three courses covering a wide range of reading from the best prose and poetry in Latin literature. Grammar and syntax are studied as the need arises. Some attention is paid to the periods of Latin literature and to the special characteristics of each period.

Prerequisite: Latin 2c.

101. Latin History—I (4)

Selections from Books I, XXI, XXII of Livy's *History of Rome*. Study of some of the most important phases of the history of the Roman people. Some appreciation of Livy as a historian and writer. Study of the syntax involved, particularly forms that cause difficulties in translation.

Prerequisite: Latin 3c.

102. Latin Essay—II (4)

Reading of Cicero's *De Senectute* and *De Amicitia*. An appreciation of these essays as literary masterpieces both in language and in thought. Philosophical discussion on the treatment of Old Age and Friendship by other writers, ancient and modern. Syntax and figures peculiar to Cicero.

Prerequisite: Latin 3c.

103. Latin Comedy—III (4)

Intensive reading of at least two plays of Plautus and Terence and a recognition of the importance of these plays as examples of the Roman dramatic art. Peculiarities of meter, style, and syntax are discussed. Special readings are assigned on the history of the theatre, the development of the Roman drama, and the influence of Plautus and Terence on later drama.

Prerequisite: Latin 3c.

201. Latin Lyric Poetry—I (4)

The finest lyrics of Catullus and Horace will be studied. Attention will be paid to the structure of lyric verse and to the metrical reading of Latin poetry.

Prerequisite: Latin 103.

202. Latin Epigram—II (4)

Martial. Translation and metrical reading of the epigrams, with term papers on phases of Roman life suggested by the material read.

Prerequisite: Latin 201.

203. Latin-English Etymology—III (4)

This is a lecture course introducing as much history of the Indo-European languages as is necessary for understanding their relation to each other, and especially of Latin to English. The simplest phonetic laws are given and the principles of semantic change given.

Prerequisite: Latin 202.

204. Latin Discourse Structure—I (4)

This course provides a thorough and systematic review of all Latin inflections and syntax most needed by the young teacher of high school Latin.

Prerequisite: Latin 103.

205. Latin Epistle—II (4)

Pliny's Letters are translated and the society of his age studied in library reading. Term papers are prepared on subjects suggested by the letters.

Prerequisite: Latin 204.

206. Roman Private Life—III (4)

The topography of ancient Rome and the private life of the Romans are presented in lecture and recitation.

Prerequisite: For students of Latin, 205; for other students, no prerequisite.

GEOGRAPHY AND GEOLOGY**1a. Natural Science—I (4) or II (4) or III (4)**

An introduction to Earth Science. The course acquaints the student with the scientific aspects of the Earth Sciences and furnishes a basis for later studies in this field. Acquaintance with the earth in relation to the universe; atmospheric phenomena; land forms and water bodies; origin and use of soils, bed rock, and minerals; glacial phenomena.

4a. Physical Geology I (4)

A consideration of the forces which have brought about the present physical conditions of the earth's surface; weathering, erosion, deposition. The use of the topographic map; the significance of surface conditions in man's problems of using the earth in cultivation, construction, drainage, location, etc.

4b. Meteorology and Climate II (4)

A consideration of the atmosphere as a part of man's environment; temperature, moisture, wind, cloud, sunshine, as natural factors influencing man. The construction and use of the daily weather map and weather forecasting. The climatic regions of the earth and their human significance in production and trade.

4c. Historical Geology III (4)

A consideration of the origin, the materials, and the historical development of structure and the life of the earth as revealed in the rocks. Particular attention given to the study of rocks and minerals, to earth structure, and to fossil life.

6. General Regional Geography I (4) or II (4) or III (4)

A regional geography of the world based upon climatic regions. The characteristics of each region and the industries and products as influenced by geographic factors. Acquaintance with the philosophy of geographic regions.

7. Principles of Human Geography I (4) or II (4) or III (4)

The principles of geographic environment as they influence man. A study of location, land forms, water bodies, soil, minerals, climate,

plants and animals, and the distribution of population. A world viewpoint based upon the operation of geographic laws.

8. Geography of Industry and Commerce II (4)

A study of the production and distribution of the leading commodities of the world. The geographic environment as affecting industries, occupations, and commerce. Leading commercial routes.

9. Geography of North America III (4)

A consideration of the continent of North America by geographic regions. An intensive study demanding considerable library and map research. Designed to give familiarity with method of securing geographic data, organizing and presenting the same.

Prerequisite: Geography 7.

205. Economic Geography III (4)

Covers essentially the same field as Geography 8. Credit is not allowed for both courses.

214. Historical Geography of the United States I (4)

A consideration of the influence of geographic factors in the discovery of North America, the settlement of the continent, and the development of the United States as a nation.

215. Latin America II (4)

A consideration of America south of the Rio Grande, with emphasis upon the problem of national development and importance in world affairs. A study by geographic regions of the leading countries and their economic possibilities.

Prerequisite: Geography 7.

216. Political Geography II (4)

The political status of the world as affected by geography. Present day political problems in their geographic setting. Particular emphasis upon the political geography of Europe and the European empires of Asia and Africa.

218. Geography of Europe I (4)

An intensive study of Europe based upon countries. Present importance and possible future of each in the light of geographic conditions. Emphasis upon regional geography.

Prerequisite: Geography 7.

219. Conservation of Natural Resources III (4)

Soils, minerals, forests, and water as basic factors in modern civilization. A consideration of the original resources, methods of use, and rate of exhaustion. The most profitable use of the remaining resources.

220. Geography of Asia III (4)

A regional geography of Asia. Chief emphasis upon China, Japan, and India. Problems of the Far East in the light of geographic conditions.

Prerequisite: Geography 7.

220a. Field Geography of Eastern United States and Southeastern Canada (8)

Thirty to forty days study tour by bus including southern Appalachians, Atlantic Coast, New York, New England, St. Lawrence, and Great Lakes. This trip is taken during the latter part of the summer.

220b. Field Geography of Western United States (8)

Thirty to forty days study tour by bus through the Black Hills, High Plains, Rocky Mountains, and to the Pacific. This trip is taken during the latter part of the summer.

HEALTH AND PHYSICAL EDUCATION**I. COURSES REQUIRED OF ALL STUDENTS****2a, 2b, 2c. Hygiene—two-year curricula—I (½) and II (½) and III (½)**

Freshman Hygiene is an elementary course in personal and community hygiene.

101. Health Education—I (4) or II (4) or III (4)

A course for all sophomores in the two-year curricula. The course includes the study of the different phases of health work applicable to grade school teachers, and the different methods of presenting material to the various age groups.

2a, 2b, 2c, 102a, 102b, 102c. Hygiene—I (½) and II (½) and III (½)

This is a two-year course in the four-year curricula. Classes meet one hour per week. The course consists of a study of the types and amounts and proportions of the various food elements necessary to good nutrition of the body; a study of health habits such as correct posture, rest, exercise, etc.; of the dangers of infections as from skin abrasions and punctured wounds. A study is made of the development of medical science leading to artificial immunization; of the causes and prevention of diseases of middle life; of health hazards of environment found in water, milk, and soil; and of mental hygiene. Stress is placed upon the necessity of frequent medical and dental examinations.

1a, 1b, 1c, 101a, 101b, 101c. Recreational Activities (Men)—**I (1) or II (1) or III (1)**

Every male student at the Illinois State Normal University must, during his freshman and sophomore years, elect to take one sports activity each quarter, unless he is excused by the Dean. Different courses are offered each quarter and the student must enroll in one of

them at the beginning of the quarter when he enrolls in his other classes. No one is excused, except as indicated above. Students who cannot take the regular Physical Education courses because of physical disability will enroll in the course in restricted work where their cases will be given special attention. When a student has successfully carried a course he cannot elect to take that course again.

Any of the six courses may be taken:

Apparatus stunts—II	Speedball—I
Archery—I, III	Tennis—III
Boxing—II	Track and Field—III
Handball—II, III	Tumbling—II
Individual sports—III	Volleyball—II
Mass games—II	Wrestling—II
Playground ball—III	Restricted—I, II, III
Soccer—I	

1a, 1b, 1c, 101a, 101b, 101c. Recreational Activities (Women)—

I (1) or II (1) or III (1)

Physical Education is required of all women students at the Illinois State Normal University, during the freshman and sophomore years. During the freshman year all students enroll in the general course, which gives them a knowledge of fall, winter and spring sports, natural and folk dancing. During the sophomore year, in the fall and spring terms, students may elect either sports or dancing. The winter term is a methods course in Physical Education, and gives the student practical experience in applying the activities learned, to teaching situations.

II. Courses Leading to First, Second, or Third Teaching Fields

MEN

Men students choosing Health and Physical Education for a first teaching field take as a minimum the following sequence: 3a, 3b, 3c, 104a, 104b, 104c, 210, 211, 212, 214a, 214b, 214c.

Men students choosing Health and Physical Education for a second teaching field take as a minimum the following sequence: 3a, 3b, 3c, 104a, 104b, 104c, 210, 211, 212.

Men students choosing Health and Physical Education for a third teaching field take as a minimum the following sequence: 3a, 3b, 3c, 104a, 104b, 104c.

3a. Elementary Developmental Activities—I (4)

Deals with the facts concerning personal hygiene and community health.

3b. Elementary Developmental Activities—II (4)

A study of the technique of games of low organization, particularly those to be used in the physical education class program.

3c. Elementary Developmental Activities—III (4)

This course deals with the fundamentals of organized sports. Rules and technique of football, basketball, baseball, and track.

104a, 104b. Anatomy and Physiology—I (4) and II (4)

The first two quarters deal with the gross structure of the human body and its physiology.

Prerequisite: H. and P. E. 3a, 3b, 3c.

104c. Anatomy and Physiology—III (4)

The mechanics of muscular action especially as related to physical activity.

Prerequisite: P. E. 104a, 104b.

201. Physiology of Exercise—I (4)

A study of the physiology of muscular exercise. The effects of athletics on body function and tests of physical condition.

Prerequisite: H. and P. E. 104c.

203. Advanced Hygiene and Principles of Health—II (4)

A study of health practices in the school and the principles of health education.

Prerequisite: H. and P. E. 3a, 3b, 3c.

204. Intramural Sports and Their Coaching—I (4)

Prepares the teacher to direct the intramural athletic program of the junior and senior high school.

Prerequisite: H. and P. E. 3a, 3b, 3c.

206. Community Recreation and Playground Supervision—III (4)

A study of the organization and administration of playgrounds and community recreation.

208. Health Supervision of Elementary and Secondary Schools—III (4)

A comprehensive study of modern methods in health supervision and medical inspection in elementary and secondary schools.

Prerequisite: H. and P. E. 203.

209a. Sports and Their Coaching (football)—I (4)

A course dealing with the professional preparation of football coaches. The course is primarily concerned with the technical aspects of coaching and team management, interpretation of new rules and team strategy. Students from other departments may be permitted to take the course upon presentation of satisfactory playing experience in high school or as a member of the varsity squad in the university even though they do not have the required prerequisite.

Prerequisite: H. and P. E. 3a, 3b, 3c.

209b. Sports and Their Coaching (basketball)—II (4)

This course presents the professional aspects of basketball coaching and covers the same field of preparation for basketball that 209a does for football.

Prerequisite: H. and P. E. 3a, 3b, 3c.

209c. Sports and Their Coaching (baseball and track)—III (4)

Dealing with the professional preparation of coaches in baseball and track and field.

Prerequisite: H. and P. E. 3a, 3b, 3c.

210. Growth and Development—I (4)

An advanced study of growth and development throughout childhood and youth, particularly as related to physical education and athletics.

Prerequisite: H. and P. E. 104c, and Education 2 or 101.

211. Principles of Physical Education—II (4)

The relationship of physical education to education in general; the guiding principles upon which the program of physical education and athletics is based.

Prerequisite: H. and P. E. 210.

212. Administration of Physical Education—III (4)

A study of national, state and local influence upon the organization and administration of physical education and athletics in the high school. The student is presented with the practical problem of preparing an ideal program for a selected community.

Prerequisite: H. and P. E. 211.

213. Self-Defense Activities—II (4)

The technique of boxing and wrestling from the point of view of the teacher of physical education.

Prerequisite: H. and P. E. 3c.

214a. Physical Diagnosis—I (4)

A study of normal physical signs and diagnosis of common types of injuries and physical defects.

Prerequisite: H. and P. E. 104c.

214b. Physiotherapy and Massage—II (4)

This course is arranged to supplement the preparation of the coach by enabling him to set up procedures in massage, first aid and light therapy with a limited equipment.

Prerequisite: H. and P. E. 104c.

214c. Corrective Physical Education—III (4)

A study of common functional and structural defects of the spine, hip, knee, ankle and foot and the corrective measures applied to each.

Prerequisite: H. and P. E. 104c.

215. Scouting—III (4)

This course is recognized by the Boy Scouts of America as a qualified course for the training of Scoutmasters. It is offered for students who wish to combine scouting with their other teaching duties.

WOMEN

Women students choosing Health and Physical Education for a first teaching field take as a minimum the following sequence: 3a, 3b, 3c, 103a, 103b, 103c, 104a, 104b, 104c, 105a, 105b, 105c, 201, 203, Home Ec. 202, H. and P. E. 207a, 207b, 207c, 208a, 210, 211.

Women students choosing Health and Physical Education for a second teaching field take as a minimum the following sequence: 104a, 104b, 104c, 105a, 105b, 105c, 208a, 210, 211.

Women students choosing Health and Physical Education for a third teaching field take as a minimum the following sequence: 104a, 104b, 104c, 105a, 105b, 105c.

3a. Elementary Developmental Activity—I (1)

Knowledge, technique, participation in hockey, soccer, and natural dancing. Special reference is made to the teaching methods.

3b. Elementary Developmental Activity—II (1)

Knowledge, technique, participation in basketball, volleyball, bowling, clog and folk dancing. Special reference is made to the teaching methods.

3c. Elementary Developmental Activity—III (1)

Knowledge, technique, participation in tennis, archery and golf. Special reference is made to the teaching methods.

103a. Advanced Developmental Activity—I (1)

Knowledge, advanced technique, methods of teaching, and participation in hockey, soccer, and folk dancing. Actual practice in teaching small groups within the class, and assisting in the intramural program.

Prerequisite: H. and P. E. 3c.

103b. Advanced Developmental Activity—II (1)

Knowledge, advanced technique, methods of teaching, and participation in basketball, volleyball, and natural dancing. Actual practice in teaching small groups within the class and assisting in the intramural program.

Prerequisite: H. and P. E. 103a.

103c. Advanced Developmental Activity—III (1)

Knowledge, advanced technique, methods of teaching, and participation in tennis, archery, and campcraft. Actual practice in teaching

small groups within the class. Practical application of campcraft is made through camping trips.

Prerequisite: H. and P. E. 103b.

104a. Anatomy—I (4)

A foundation course in physical education; the study of human structure, placing stress on the skeletal and muscular systems.

104b. Physiology—II (4)

A brief review of human anatomy; the fundamental principles of human digestive, respiratory, circulatory, excretory, nervous, reproductive, endocrine systems; essential course in physical education.

Prerequisite: H. and P. E. 104a.

104c. Kinesiology—III (4)

Lectures and recitations, dealing with the anatomical mechanism of movements. The purpose of the course is to acquaint the student with means of analyzing movements intelligently and prescribing programs of gymnastics, sports, and dancing for developmental or corrective purpose.

Prerequisite: H. and P. E. 104b.

105a. Intra-mural Sports—I (4)

Lectures, demonstration, observation, discussion, reading, and practice of knowledge, technique, and teaching methods of hockey, soccer, basketball, volleyball, baseball.

Prerequisite: H. and P. E. 3c.

105b. Individual Sports Theory—II (4)

Lectures, demonstration, discussion, reading, and practice of knowledge, technique and teaching methods of tennis, archery, bowling, golf, and recreational games, such as paddle tennis, badminton, etc.

Prerequisite: H. and P. E. 3c.

105c. Community Recreation—III (4)

Theory. Lectures, reading, reports, discussion regarding the need, function and problems of community recreation. Compilation of content and materials in games and sports, dramatic activities, dancing, apparatus play, and constructive play. Special study of school and community playgrounds and summer camps.

Practice. Actual practice in handicraft, campcraft, field trips in nature lore, and participation in various types of camping trips. Laboratory fee, \$1.00.

Prerequisite: H. and P. E. 3c.

201. Physiology of Exercise—I (4)

A brief review of the muscular system; lectures and recitations on the physiological implications of muscular movement; physical reactions

in relation to sport, every-day activities, etc., are interpreted in terms of muscular reactions.

Prerequisite: H. and P. E. 104c.

202. Tests and Measurements in Physical Education—III (4)

Lectures, discussion, and reading of the history, needs, purposes, and classification of tests and measurements in physical education, with application of the tools of measurement and actual tests in physical education.

203. Health Principles—III (4)

A brief review of the systems of the body, with application of hygienic principles to each; formation of habits, attitudes and skills; methods of presenting material to different age groups; application of material through curriculum planning for elementary and secondary schools.

Prerequisite: H. and P. E. 104c.

207a. Advanced Recreational Activity—I (4)

Methods of teaching clog and tap dancing to various age groups. Coaching of and officiating for hockey and soccer in college classes and the intramural program.

Prerequisite: H. and P. E. 103c.

207b. Advanced Recreational Activity—II (4)

Study of the dance with application to festivals and programs. Coaching of and officiating for basketball, volleyball and bowling, and recreational games in college classes and the intramural program.

Prerequisite: H. and P. E. 207a.

207c. Advanced Recreational Activity—III (4)

Methods of teaching natural dancing to various age groups. Coaching of and officiating for tennis, archery and golf in college classes and the intramural program. Leading Sophomore 103c, campcraft trips.

Prerequisite: H. and P. E. 207b.

208a. Orthopedic Activities and Gymnastics—I (4)

A theoretical and practical course dealing with physical examinations, orthopedic defects, and ways of preventing and correcting such conditions.

Prerequisite: H. and P. E. 104c, 201, 203, Home Ec. 202.

208b. Orthopedic Activities and Gymnastics—II (4)

A continuation of 208a, including the study and practice of the different types of physiotherapy, bandaging, and exercises for the more serious types of defects.

Prerequisite: H. and P. E. 208a.



HOME MANAGEMENT HOUSE
(Used by Home Economics Department)



SOUTH CAMPUS
(Old Main in Background)

208c. Orthopedic Activities and Gymnastics—III (4)

A clinical course in application of the previous two terms. Each student is assigned specific cases for study and for individual correction. Conferences and group discussions are carried on throughout the term.

Prerequisite: H. and P. E. 208b.

210. Growth and Development—II (4)

Lectures, discussion, reading, special reports in a study of the growth and development of the child from prenatal period through adolescence. Special reference is made to plans and procedure in a physical education program.

Prerequisite: H. and P. E. 104c.

211. Principles of Physical Education—III (4)

Lectures, discussion, reading, individual and group reports concerning the principles of physical education. The student groups set up definite situations for which they build physical education curricula for elementary and secondary schools.

Prerequisite: H. and P. E. 210.

HOME ECONOMICS

Students choosing Home Economics for a first teaching field take as a minimum the following sequence: 1a, 1b, 1c, 101, 102, 103, 203, 204, 205, 206, 207, 208. Students who wish to qualify under the Smith-Hughes Act take the following in addition: Biological Science 3a, 3b, 3c, 208, Phys. Sci. 102a, 102b, 102c, 201a, 201b, Home Economics 209, 210, 211, 212, 213a, 213b.

Students choosing Home Economics for a second teaching field take as a minimum the following sequence: 1a, 102, 103, 203, 204, 205, 206, 207, 208.

Students choosing Home Economics for a third teaching field take as a minimum the following sequence: 1a, 102, 103, 204, 206, and 205 or 208.

1a. General Home Economics—I (4)

The fall term's work includes the following units: significance and responsibilities of home working, the family and factors involved in the development of satisfying home life.

1b. Housing, Art and Clothing—III (4)

This unit emphasizes the significance and understanding of art, its place in the home environment, in clothing, in the community and in personal development. Clothing selection for the college girl is given consideration.

1c. Elementary Nutrition—II (4)

The term's work includes elementary nutrition as it is related to physical fitness, and scientific principles underlying selection of food and

meal planning. Consideration is given to housing problems and standards, home ownership, home financing, and city planning.

101. Costume Design—I (4)

A study is made of the essentials of design as applied to dress with emphasis on the analysis of the individual, the costume and the wardrobe. Emphasis is placed upon the development of the ability to select, adapt, and appreciate artistic dress of all periods and countries. There is opportunity for creative designing.

Prerequisite: Home Ec. 1b.

102. Clothing Selection and Construction—II (4)

This course includes a study of applied dress design and selection. The garments made are planned for particular individuals and needs. Construction technique is stressed. The clothing economic problems involved are recognized and studied. There is the development and use of the foundation pattern, and a flat pattern designing is featured.

Prerequisite: Home Ec. 101.

103. Clothing Construction and Appreciation—III (4)

This course includes a study of textiles, and an analysis of fabrics. Two garments are planned and constructed; one may be wool and tailored; the second, silk and somewhat intricate in design. Wardrobe consciousness and planning is emphasized.

Prerequisite: Home Ec. 102.

202. Nutrition—Men I (4), Women II (4)

This course is designed to round out the health education of Physical Education majors by consideration of the problems of nutrition as they relate to the health and welfare of the individual members of the family.

203. Food Selection, Preparation and Serving—I (4)

This course consists of three units: food preservation, preparation of foods for breakfast, cost and service of luncheons.

204. Marketing, Meal Planning and Serving—II (4)

A study of the marketing situation is made with emphasis on the responsibility of the homemaker as the consumer. Laboratory work consists of preparation of foods suitable for dinners.

Prerequisite: Home Ec. 203.

205. Food Investigations—III (4)

This course includes three units: problems in food investigation, demonstrations including foreign cookery to give students an appreciation of the influence on the American menu of the foods of various nationalities; advanced meal service for special occasions.

Prerequisite: Home Ec. 204.

206. Family Relationships and Child Development—I (4)

This course deals with the social significance of the family and the social and economic conditions affecting American family life. The history, development, and conservation of the family are emphasized. Observation of children in homes, at school, and in institutions is required.

207. Home Planning and Furnishings—II (4)

This course includes a study of the social, economic, sanitary, historic, and artistic aspects of housing. The interior and exterior of the house is planned with reference to efficiency, beauty and comfort. The home, a vital environment for family life and development, prompts all phases of this study.

Prerequisite: Home Ec. 101.

208. Home Management—III (4)

Managerial practices in the home are considered including an intensive study of the relative values in operating a home for successful family life; requires laboratory experimentation in selected phases of housekeeping.

Prerequisite: Home Ec. 207.

209. Dietetics and Nutrition—I (4)

A study is made of the fundamental principles of nutrition and dietary needs of individuals as modified by age, sex, and occupation. Attention is given to nutrition of infants and young children. Individual nutrition problems are considered and dietaries of a group living in the home management house are evaluated.

Prerequisite: Home Ec. 204, Biological Science 3b, Physical Science 201b.

210. Preventive Medicine and Home Nursing—II (4)

A. Application is made of the general principles of nutrition to abnormal conditions. Corrective dietaries are planned for anemia, tuberculosis, obesity, diabetes, nephritis, etc.

B. This part of the course emphasizes the responsibility of the homemaker in conserving the health of the family and includes simple treatments, emergencies, and occupational therapy. Special lectures by experts and field trips are provided.

Prerequisite: Home Ec. 209.

211. Home Administration—III (4)

This course is planned to afford students an opportunity to make practical application of knowledge acquired in previous courses in home economics. Senior students actually live in a residence for a period of four to six weeks and assume all home making responsibilities. Required of all students expecting to meet Smith-Hughes requirements.

Prerequisite: Home Ec. 205, 208.

212. Art Applied to Clothing and the Home—I (4)

This course aims to secure a development of aesthetic appreciation; its discrimination and adaptation to the home and individual environment. It includes a study of textiles, city planning and other phases of art prompted by the interests and needs of the students.

Prerequisite: Home Ec. 103, 207.

213a. Advanced Clothing—II (4)

This course includes draping and modeling garments of original designs, with an emphasis on the handling of different textures and finishing techniques. The individual is the basis for all choices. A consciousness of consumer-buyer problems is developed.

Prerequisite: Home Ec. 103.

213b. Advanced Clothing and Textiles—III (4)

This course includes a study of clothing and household textiles based on a knowledge of textile chemistry and textile appreciation. There is an emphasis on clothing economics. An individual clothing problem is required of each student.

Prerequisite: Home Ec. 213a.

INDUSTRIAL ARTS

Students choosing Industrial Arts for a first teaching field take as a minimum the following sequence: 1a, 1b, 1c, 101a, 101b, 101c, 102a, 102b, 102c, 202, 203, and 205 or 216a or 201.

Students choosing Industrial Arts for a second teaching field take as a minimum the following sequence: 1a, 1b or 101b, 1c, 101a, 102b, 101c, 202, 211, 102c.

Students choosing Industrial Arts for a third teaching field take as a minimum the following sequence: 1a or 101a, 102b, 1c, 202, 211, 101c.

1a. General Wood Work—I (4)

A study of the importance of woodworking in past civilizations and its importance in our present social order. The evolution of woodworking processes, tools and materials. The fundamental tool processes are practiced in the laboratory work.

1b. General Metalwork—II (4)

A study of the processes and materials used in industry. Units are in sheet metal, forging, foundry, lathe, welding, and bench metal.

1c. General Mechanical Drawing—III (4)

A beginning course in drafting wherein a study is made of the history and importance of drafting and the fundamental processes, tools, materials and techniques. Laboratory work gives practice in these processes and techniques.

101a. Elementary Woodwork—I (4)

An advanced course in benchworking involving trade practices, advanced joinery, and case construction. Projects are made in the laboratory, practicing the methods studied.

Prerequisite: Ind. Arts 1a.

101b. Elementary Woodturning—II (4)

A special study of woodturning and elementary pattern-making dealing with spindle turning, face plate work, and finishing on the lathe.

Prerequisite: Ind. Arts 101a.

101c. Wood and Woodfinishing—III (4)

Related information concerning the characteristics and growth of wood, the reactions of lumber during seasoning, the proper moisture content of lumber, durability, decay, the grading of lumber, and standard lumber sizes form topics for the first part of the course.

The second part of the course is a discussion of the materials and processes used by the wood-finisher.

102a. Drawing, Design and Drafting—I (4)

A special drafting course involving the beginnings of descriptive geometry and the specialized drafting as used in sheet metal work. Using parallel line, radial and triangulation development.

Prerequisite: Ind. Arts 1c.

102b. Drawing, Design and Drafting—II (4)

A special course in machine drafting involving use of hand books, tabular and formular information. Drafting detail and assembly drawings. A study of machine standards and conventions.

Prerequisite: Ind. Arts 102a.

102c. Drawing, Design and Drafting—III (4)

The fundamental principles of design useful in industrial arts are studied early in the course. The essential design principles used in the various types of period furniture are presented in reports by members of the class. After the foundation of principles and historic illustrations, designs are made by students in the drafting room suitable for use in various types of shopwork.

Prerequisite: Ind. Arts 1a, 1c.

201. Electrical Construction—I (4)

The basic fundamental laws of electricity are observed in their functional setting and their tremendous economic importance to present day social order is pointed out. Some practical housewiring is done; considerable repair and maintenance of household appliances is undertaken; and some new equipment is designed and constructed. Some of the time is given to motor winding and testing.

202. Materials and Methods of Teaching—I (4)

Out of the experience of teachers of craftwork in the public schools a procedure has been evolved which conforms to the methodology of educators. The objective is to assist in the special methods that are peculiar to industrial arts teaching and assist the student in the problems that confront a special teacher of industrial work during his first weeks of teaching. Emphasis is placed upon such topics as types of shopwork, courses of study, related information, shop accidents, use of text-books, grading and care of supplies.

Prerequisite: Ind. Arts 1c, 101a.

203. Administration and Supervision of Industrial Education—II (4)

Needful information for supervision in industrial arts helpful to special teachers, principals and administrators is given in this course. Fundamental problems from industrial arts and the vocational fields are considered. The duties of a supervisor and his relation to the superintendent, principal, parents and pupils, and his responsibility in publicity, teacher rating, courses of study and standards are among the topics studied.

Prerequisite: Ind. Arts 1a.

204. Advanced Metalwork—I (4)

A study of the sheet metal industry. Elementary hand and machine work. Development of patterns.

Prerequisite: Ind. Arts 1b.

205. Auto-Mechanics—III (4)

Applied mechanical principles, the observation of scientific laws as man has turned them to his use in the modern motor car, form much of the subject matter of the course. Mechanical repairs and adjustments are made on standard commercial cars. Equipment is available in a well lighted shop for complete overhaul and reconditioning of all types of motors. Much attention is given to those points in the motor car of most vital interest to the car owner or operator. One-fourth of the time is devoted to text-book study, special reports, and classroom discussion.

206. Automobile Electricity—II (4)

Electricity, its laws of production, control, and measurement as found applied in the automobile forms the basis for the subject matter in this course. Every electrical automotion unit is carefully analyzed to reveal mechanical construction and electrical applications. Complete testing equipment is provided and considerable time is devoted to repair and reconditioning of these units. Battery work, motor and generator overhaul, distributor and breaker mechanism are included. About half of the time is devoted to reports on special studies, classroom discussion, and textbook materials.

207. Vocational Education—II (4)

Vocational education and its place and importance in education is studied through discussion of such subjects as apprenticeship, the



INDUSTRIAL ARTS BUILDING
(Including Capen Auditorium)



MECHANICAL ARTS AND HEATING PLANT

guilds, industrial revolution, the trade school, corporation and correspondence schools, industrial arts, condition of female workers in industry and suggested training helpful, administrative policies, problems and policies, the Smith-Hughes and other laws, and the training of teachers.

208. Machine Design—II (4)

Machine design follows machine drawing in close sequence. General mechanism, motion types, cams, gears, and power transmission are studied. A complete small machine is designed making practical application of previous theoretical principles studied. Complete detail and assembly drawings are required. Students taking this course may make these small machines in the following pattern-making and foundry course.

Prerequisite: Ind. Arts 102b.

209. Pattern-Making and Foundry—III (4)

In this course patterns of some small machine or machine parts are made. Both wood and metal patterns are included in the work and considerable attention is given to the selection of suitable materials and equipment. In the second part of the course these patterns are used to make castings for future machining in a machine shop course. Actual foundry work is done by the students, using soft metals. A cooperating iron foundry makes all cast iron parts, all processes and methods being observed by students.

Prerequisite: Ind. Arts 102b.

210. Farm Carpentry and Building Construction—I (4)

Construction of small buildings and general farm woodworking are more important to boys on a farm than is cabinet-making. Small articles needed in the home and farm, the study of the tables found on the steel square, rafter cutting and roofs for small buildings are the projects considered.

211. Advanced Cabinet and Furniture Design and Construction—II (4)

The use of machinery for woodworking and a factory organization instead of individual work give an additional industrial experience. The projects are articles of cabinet-making for use about the university. Instruction largely through lectures.

Prerequisite: Ind. Arts 1a.

212. Architectural Drawing—II (4)

A special drafting course dealing with the technology of building. A study is made of floor plans, elevations and details for the small house. Blue prints are made of the necessary drawings of a house.

Prerequisite: Ind. Arts 1c.

213. Printing Appreciation—III (4)

A study of the many processes of mechanical graphic multiplication. Emphasis upon relation between school and commercial art and printing. Methods of illustrating publications.

216a. Elementary Printing—I (4)

Subjects dealt with are: history of printing, printer's English, related arithmetic, paper and ink, type faces, and elements of typography.

216b. Elementary Printing—II (4)

Emphasis is placed upon machine composition and presswork.

Prerequisite: Ind. Arts 216a.

216c. Elementary Printing—III (4)

A study of the operation of printing in the school. Estimating, buying supplies, record-keeping, etc., are important units. Advanced laboratory work on publications.

Prerequisite: Ind. Arts 216b.

217a. Advanced Printing—I (4)

Shop administration and advanced problems in typography and press-work.

Prerequisite: Ind. Arts 216c.

217b. Advanced Printing—II (4)

Cooperative printing. Work under actual shop conditions.

Prerequisite: Ind. Arts 217a.

217c. Advanced Printing—III (4)

School publications. Means of producing newspapers, magazines, and annuals in the school.

Prerequisite: Ind. Arts 217b.

218. Maintenance of Shop Machinery and Equipment—I (4)

Shop up-keep through sharpening various kinds of saws, grinding of knives for the jointer and surfacer, and repair of tools and machines is the aim of this course. Teachers of woodworking need this training.

Prerequisite: Ind. Arts 211.

219. Architectural Drawing—III (4)

A special drafting course dealing with advanced architectural materials. Public building plans and drawings are studied and made.

Prerequisite: Ind. Arts 212.

MATHEMATICS

Students choosing Mathematics for a first teaching field take as a minimum the following sequence: 4a, 4b, 4c, 101a, 101b, 101c, 201, 202, 203, 210, 211, 212.

Students choosing Mathematics for a second teaching field take as a minimum the following sequence: 4a, 4b, 4c, 101a, 101b, 101c, 210, 211, 212.

Students choosing Mathematics for a third teaching field take as a minimum the following sequence: 4a, 4b, 4c, 101a, 101b, 101c.

1. Elementary School Mathematics—(Rural)—I (4)

This course is planned to give a professional treatment of the subject matter of the arithmetic of the first six grades with emphasis upon the best modern methods of teaching the subject. A careful study is made of our number system, of the fundamental processes with whole numbers, fractions and decimals, of the ordinary units of measure, of problems and their solution.

1. Elementary School Mathematics (Primary)—II (4) or III (4)

An intensive study of the number work of the first four grades, and the best methods of teaching the subject matter are emphasized in this course. Particular attention is paid to the meaning and development of the fundamental processes dealing with integers, and to the development of the meaning of the fraction. Diagnostic testing and remedial teaching as related to the problem of individual differences receive ample treatment.

1. Elementary School Mathematics (Intermediate)—I (4) or II (4)

A rapid survey is made of the number work of the first four grades. Then follows an intensive study of the subject matter of the Arithmetic of the fifth and sixth grades, and the best methods of teaching it. Particular attention is paid to the broader meanings of a fraction and the uses of fractions, and to the need and uses of decimals. A complete study is made of the common measures and how to present them. The meaning, the uses, and the solution of the first two basic problems of percentage are discussed.

1. Elementary School Mathematics (Upper Grades)—II (4) or III (4)

This course is an intensive study of the mensuration and percentage of the seventh and eighth grades. In the course in mensuration intuitive geometry is emphasized. Simple truths are discovered by construction and measurement. The rules for finding the areas of surfaces and the volumes of solids are developed experimentally, and the results used in the solution of problems. The three basic problems of percentage are studied. Then follows a consideration of the applications of percentage with special attention to their economic aspects and usages in the business world.

4x. Advanced Algebra—I (4)

This course is for students who have had only one year of algebra in high school, and who wish to major or minor in mathematics.

4y. Solid Geometry—III (4)

This course is for students who have had only one year of geometry in high school, and wish to major or minor in mathematics.

4a, 4b, 4c. General Mathematics—I (4) and II (4) and III (4)

This course is a survey course including the elements of college algebra, plane trigonometry, analytical geometry, and an introduction to calculus. During the entire course the practical applications are emphasized.

Prerequisite: Mathematics 4x, and one year of plane geometry.

101a. Mathematical Analysis—I (4)

This course deals with the theory of the second degree equation and its applications in the study of the conic sections, operations with complex numbers, polar coordinates, parametric equations of curves, solutions of trigonometric equations, and further work in the meaning and the use of the derivative.

Prerequisite: Mathematics 4c.

101b. Mathematical Analysis—II (4)

This course deals with a systematic study of the elements of the differential calculus and its applications: graphs of functions, theory of limits, maximum and minimum value of functions, Rolle's theorem, mean value theorem, and indeterminate forms.

Prerequisite: Mathematics 101a.

101c. Mathematical Analysis—III (4)

This course deals with the elements of integral calculus and its applications, definite and indefinite integrals, area under a curve, polar coordinates, lengths of curves, surfaces of revolution, solids of revolution, center of gravity, fluid pressure, attraction, and work integrals.

Prerequisite: Mathematics 101b.

201. College Geometry—I (4)

This course includes a study of the concepts and theorems and constructions dealing with the modern geometry of the circle and the triangle, the quadrilateral and the quadrangle, and of other related topics. Emphasis is placed on proving original exercises, construction work, generalizations, and the connections of the subject matter with high school geometry.

Prerequisite: Mathematics 101c.

202. Descriptive Geometry—II (4)

This course deals with the theory of projection. The important forms of representation, namely, orthographic, isometric, pictorial axonometry, and clinographic projection, are emphasized in plate drawings. The analytical theory of the various types of projection is discussed. The fundamental problems of space representation dealing with the point, line, and plane are presented in plate drawings.

Prerequisite: Mathematics 4y, 201.

203. Projective Geometry—III (4)

This course deals with the fundamental theory of transformation and the theory of section and projection, the duality of ranges and pencils, curves of second order, perspectivity and projectivity, locus of points and envelopes of lines, the fundamental projective forms, Desargue's theorem, Pascal's theorem, Brianchon's theorem. The treatment of many topics is analytical. Many drawing plates are required to supplement the algebraic treatment.

Prerequisite: Mathematics 202.

204. Advanced Calculus—I (4)

This course is for students who expect to continue study in graduate mathematics. The following topics are discussed: theory of continuity, curvature, radius of curvature, partial differentiation, envelopes and evolutes, infinite series, expansion of functions, geometry of space, multiple integration, and introduction to elliptic integrals.

Prerequisite: Mathematics 101c.

205. Differential Equations—II (4)

This course is for students who expect to continue study in graduate mathematics. This course deals with the theory and solutions of linear differential equations.

Prerequisite: Mathematics 204.

206. Theory of Equations—III (4)

This course is designed for students who expect to continue study in graduate mathematics. The following topics are discussed: roots of equations, constructions with ruler and compasses, graphs of equations, determinants, systems of linear equations, and symmetric functions.

Prerequisite: Mathematics 101c.

210. History of Mathematics—I (4)

This course includes (1) a chronological survey of the growth of mathematics dealing with the persons who have made outstanding contributions to elementary mathematics and the environment from which they came, and (2) a detailed study of the development of the special subjects of mathematics through the first steps of the calculus, with a brief survey of mathematics since the invention of the calculus. Throughout the course attention is paid to the relation of the historical aspects of mathematics to the teaching of high school mathematics. Extensive reading is required.

Prerequisite: Mathematics 101c.

211. Method and Materials in Junior High School Mathematics—II (4)

This course treats of (1) the principles underlying the selection of materials for a junior high school mathematics course, (2) the background needed for the reteaching of the fundamental processes with integers, fractions and decimals, (3) methods and materials of intuitive geometry, mensuration, and percentage, (4) the algebra and trigonometry content with a discussion of problems of teaching, and (5) general consideration of texts, tests, classroom equipment, library lists, etc. Throughout the course attention is paid to cultivating an appreciation of the contribution of mathematics to the world.

Prerequisite: Mathematics 210.

212. Method and Materials in Senior High School Mathematics—III (4)

This course treats of the objectives to be realized in the teaching of geometry and advanced algebra in the senior high school with a study

of materials and methods. It includes a critical study of the topics necessary for a teacher's background: in geometry, postulational thinking, definitions and their uses, the meaning of a proof, indirect proof, duality, continuity, symmetry, and the proving of original exercises; in algebra, the growth of the number system, the solution of equations, graphing, the function idea, and verbal problems.

Prerequisite: Mathematics 211.

MUSIC

Students choosing Music for a first teaching field take as a minimum the following sequence: 5a, 5b, 5c, 102a, 102b, 104, 201a, 201b, 203a, 208a, 206, 207.

Students choosing Music for a second teaching field take as a minimum the following sequence: 5a, 5b, 5c, 102a, 102b, 103, 201a, 201b, 202a.

Students choosing Music for a third teaching field take as a minimum the following sequence: 1, 3, 103, 102a, 102b, 202a, 202b.

1. Music Appreciation through Song—I (2)

This course provides an opportunity for experience in song singing which shall serve to enrich the student's general musical background, acquaint him with material suitable for use in the lower grades, improve his singing voice and give him confidence in its use. Such study of the song is made as will develop (a) sensitiveness to mood in music, (b) a feeling for tonality, (c) an understanding of time and rhythm, and (d) ability to recognize units of musical thought—the section, phrase and motive.

2. Music Appreciation and Interpretation through Song—I (2) or II (2)

This course covers in abbreviated form the same ground that is studied in Courses 1 and 3.

3. Song Singing and Music Interpretation—II (2)

This course has for its objectives (a) to enrich the student's background by further study of both song and instrumental music; (b) with the song as a basis to give him a practical knowledge of the theory and notation of music—this to include a knowledge of scales, chords, key relationships, rhythmic patterns, and practice in writing them; (c) through listening lessons to familiarize the student with many pieces of good instrumental music, give him an idea of style and nationality in music, and acquaint him with the form and voice of the instruments of the symphony orchestra.

4. Song Singing, Creative Music, and Theory of Composition—

II (2) or III (2)

This course is the same as Course 101 but adapted to the needs of those following the various curricula and who are taught in separate sections. An examination is made of song material suited to the grades the members of the group are preparing to teach, and standards of judg-

ing are developed. Practice is given in creative work, and a study is made of the elementary school orchestra.

5a. Introduction to Music—I (4)

Songs learned by rote. Practical observation of the metrical construction and musical elements of the familiar songs, followed by a study of their notation. Art and folk songs sung, accompanied by a discussion of their origin and function in the lives of the people.

5b. Introduction to Music—II (4)

Continued rote singing. Further observation of the component parts of song. Some abstract drill in the elements of music. Reading of simple unison and two-part songs. Art and folk song singing continued.

Prerequisite: Music 5a.

5c. Introduction to Music—III (4)

Continued rote singing and observation of musical elements of a more advanced type. Reading of unison, two, three and four-part songs. Folk and art songs.

Prerequisite: Music 5b.

101. Song Singing, Creative Music and Theory of Composition—

II (2) or III (2)

An examination is made in this course of materials used in lower grade music. Song singing makes possible further acquaintance with children's song literature, and a study of the types and characteristics of songs best fitted for the small child. It deals with two types of creative projects: (a) the composition of songs, (b) the making of simple instruments. Practice is given in writing the songs in various keys and with different beat-notes. Opportunity is given for playing the instruments in combination, and a study is made of the orchestra for children.

102a. Band and Orchestral Instruments—I (4)

Classification of the instruments of (a) the symphony orchestra, (b) the symphonic band. A study of the timbre of tone of each instrument, by means of records and the assistance of students playing upon available instruments before the class. Study of tone color as produced by various combinations of instruments, by means of records and the help of groups of students, playing before the class.

Prerequisite: Some practical experience in music.

102b. Band and Orchestral Instruments—II (4)

The work of the first quarter continued, broadened and amplified.

Prerequisite: Music 102a.

102c. Band and Orchestral Instruments—III (4)

A study of small orchestra scores through the process of copying. Directing the school orchestra in the playing of the copied selection.

Prerequisite: Music 102b.

103. Tonal and Rhythmic Elements in Song—I (4)

Rote singing of more difficult songs, unison and parts. A study through reading of selections involving more advanced tonal and rhythmic problems.

Prerequisite: Music 5c.

104. Creative Music in the Field of Song—II (4)

A study of the character and engendered mood of a short poem is made; the metrical form and measure decided upon; a suitable melody is invented by students, as a class project; the melody aurally analyzed as to scale tones and rhythm and then written in staff notation in an appropriate key.

Prerequisite: Music 103.

105. Creative Music in the Instrumental Field—III (4)

A careful study is made of the form and content of simple standard piano, violin and other instrumental compositions. Students are urged to invent simple melodies in dance, and other short forms, for a chosen instrument, bring it before the class and hear it performed.

Prerequisite: Music 104.

201a. Harmony—I (4)

A study, through ear, eye and keyboard of the major and minor scales in all keys; intervals, simple triads and chord progressions. Written work.

Prerequisite: Music 103.

201b. Harmony—II (4)

Triad inversion sung and played. Chord progressions. The dominant seventh and its inversions. Practice in harmonizing given melodies and basses. Original four-part compositions.

Prerequisite: Music 201a.

201c. Harmony—III (4)

Construction of all seventh and ninth chords in major and minor modes. Passing tones, suspension and altered chords. Modulation and key transitions.

Prerequisite: Music 201b.

202a, 202b, 202c. Applied Music—I (4) or II (4) or III (4)

Four quarter hours credit is given for 120 hours of practice.

203a. History of Music—I (4)

This course follows the development of music from its beginning to the close of the eighteenth century.

203b. History of Music—II (4)

The second of the history of music courses begins with Beethoven at the beginning of the eighteenth century and includes music of the present.

204. Advanced Creative Music—III (4)

Practice in original composition of two, three and four-part songs and of instrumental pieces.

Prerequisite: Music 201c.

205. Ear Training and Dictation—I (4)

Practice in aural recognition of diatonic and chromatic intervals; major and minor modes; rhythmic patterns and melodic figures. Writing from dictation various melodies in rhythmic forms; representing the same in different keys and with a different "unit" note.

Prerequisite: Music 103.

206. Advanced Conducting—II (4)

Students in turn direct the class in singing selections of cantatas, operettas and part-songs. The student is held responsible for an adequate interpretation of the selections sung.

Prerequisite: Music 204.

207. Orchestration and Orchestral Conducting—III (4)

A study is made of miniature and some extended orchestral scores of standard compositions. Scores planned and arranged by the student. The completed score and copied parts placed before the school orchestra and its performance directed by the maker of the score. Practice in writing vocal accompaniments.

Prerequisite: Music 206.

208a. Musical Production—I (4)

How to select, prepare and produce an operetta. A study of the chosen operetta. Tryouts, conducted by the class, choose the principals for the operetta, committee assignments to manage the public production.

Prerequisite: Music 103.

208b. Musical Production—II (4)

Rehearsals of the chosen operetta and public presentation of the same—as a class project.

Prerequisite: Music 208a.

208c. Musical Production—III (4)

A survey, and (as far as possible) a practical study of suitable music for high school glee clubs, mixed choruses, orchestra and band.

Prerequisite: Music 208b.

PHYSICAL SCIENCE

Students choosing Physical Science as their first teaching field take General Mathematics 4a, 4b, 4c, as the elective, in addition to General Biological Science 3a, 3b, 3e, in the freshman year. During the sophomore

year they take General Physical Science 102a, 102b, 102c and Mathematical Analysis 101a, 101b, 101c. They are also required to take an additional 36 quarter hours as follows: 204a, 204b, 204c, 209a, 209b, 209c, and 205a, 205b, 206, or 210a, 210b, 211.

Students choosing Physical Science as their second teaching field take as a minimum the following sequence: Biological Science 3a, 3b, 3c, Physical Science 102a, 102b, 102c, and 204a, 204b, 204c, or 205a, 205b, 206.

Students choosing Physical Science as their third teaching field take as a minimum the following sequence: Biological Science 3a, 3b, 3c, Physical Science 102a, 102b, 102c, and 204a, 204b, 204c, or 209a, 209b, 209c.

1c. Natural Science—I (4) or II (4) or III (4)

This course is one of a series of three in natural science. It deals particularly with the physical sciences. It is a study of the nature of matter and energy. An attempt is made to give a structural picture of the basic components of the universe.

102a. General Physical Science—I (4)

The first of a series of three courses dealing with the mechanics of solids, liquids, and gases, fundamental laws of chemical reactions and the study of oxygen, hydrogen, and water. It is intended for science majors and others needing systematic training in the physical sciences. Laboratory fee, \$2.00 and breakage.

102b. General Physical Science—II (4)

A continuation of 102a, continuing the study of mechanics, molecular motion, the chemical elements carbon, nitrogen, and chlorine, atomic structure, chemical formulation, valence, and solution. Fee as for 102a.

Prerequisite: Phys. Sci. 102a.

102c. General Physical Science—III (4)

A continuation of 102b including wave motion and sound, heat, transformation of heat into work, chemical equilibrium, the periodic law, the halogens, silicon, boron, fuel gases, and simpler organic compounds. Fee as for 102a.

Prerequisite: Phys. Sci. 102b.

201a. Household Chemistry—I (4)

The first of a series of two courses dealing with the chemistry of the household including the study of fuels, water supplies, laundry chemistry, chlorine and other germicides, leavening agents and the colloidal state. Laboratory fee, \$3.00 and breakage.

Prerequisite: Phys. Sci. 102c.

201b. Household Chemistry—II (4)

A continuation of 201a including a study of the simpler carbon compounds. Fee as for 201a.

Prerequisite: Phys. Sci. 201a.

202. Household Physics—III (4)

A course in applied physics of the home for Home Economic majors. Heat, light, and electricity receive the major emphasis in the course. Quantitative laboratory work is a valuable part of the course.

204a. Analytical Chemistry—I

The first of a series of three courses. It deals with a systematic study of the properties of the common metallic elements, including qualitative analysis. Laboratory fee, \$3.00 and breakage.

Prerequisite: Phys. Sci. 102c.

204b. Analytical Chemistry—II (4)

This course deals with the study of cation separation based upon the ionic theory and chemical equilibrium. Qualitative analyses of simple natural and commercial products are undertaken. Fee as for 204a.

Prerequisite: Phys. Sci. 204a.

204c. Analytical Chemistry—III (4)

This course deals with the theory and technique of quantitative analysis. The fundamental principles of gravimetric and volumetric analysis are studied. Fee as for 204a.

Prerequisite: Phys. Sci. 204b.

205a. Organic Chemistry—I (4)

The first of a series of three courses embracing chemistry of the carbon compounds and physiological chemistry. The aliphatic compounds are dealt with in this course. Laboratory fee, \$3.00 and breakage.

Prerequisite: Phy. Sci. 102c, or eight quarter hours of general inorganic chemistry.

205b. Organic Chemistry—II (4)

A continuation of the study of the aliphatic compounds begun in 205a and the aromatics. Attention is given to fat and carbohydrate chemistry. Fee as for 205a.

Prerequisite: Phys. Sci. 205a.

206. Physiological Chemistry—III (4)

A study of fundamental principles of the chemistry and functioning of the animal body embracing the amino acids and proteins, digestion and enzyme action, absorption, blood and lymph, metabolism of fats, carbohydrates, and proteins, excretions and internal secretions. Fee as for 205a.

Prerequisite: Phys. Sci. 205b.

207a. Physical Chemistry—I (4)

The first of a series of courses in theoretical chemistry. It deals with the properties of gases, liquids and solids; solutions; elementary

principles of thermodynamics; colloids. Laboratory fee, \$3.00 and breakage.

Prerequisite: Phys. Sci. 102c, 204c.

207b. Physical Chemistry—II (4)

This is a continuation of course 207a and includes the study of thermochemistry; equilibrium; chemical kinetics; electrical conductance, electrolytic equilibrium and hydrolysis. Fee as for 207a.

Prerequisite: Phys. Sci. 207a.

207c. Physical Chemistry—III (4)

This is a continuation of course 207b and includes the study of electromotive force; electrolysis and polarization; photochemistry; electrical theory of matter; radioactivity; atomic structure; introduction to quantum theory. Fee as in 207a.

Prerequisite: Phys. Sci. 207b.

209a. Advanced Physics—I (4)

This course treats the portions of mechanics, heat, sound and wave motion not studied in Physical Science 102a, 102b, 102c.

Prerequisite: Phys. Sci. 102c, Math. 4c.

209b. Advanced Physics—II (4)

This course is a study of magnetism and electricity. While the major part of the course deals with direct current electricity, some work on alternating currents and power transmission is included.

Prerequisite: Phys. Sci. 102c, Math. 4c.

209c. Advanced Physics—III (4)

A somewhat detailed course in the fundamentals of optics. The nature of light and the application of optical laws in optical instruments receive the emphasis in this course.

Prerequisite: Phys. Sci. 102c, Math. 4c.

210a. Advanced Electricity—I (4)

This course treats of magnetism, electrostatics and direct currents. Electrostatic fields, capacity, potential, magnetic fields, direct current motors and generators, electrochemical action and batteries are included.

Prerequisite: Phys. Sci. 209b, Math. 101c.

210b. Advanced Electricity—II (4)

This course places special emphasis on alternating current phenomena. Capacitance, inductance, transformers, transmission and distribution of power, network analysis, and thermionic tubes are a part of the course. Quantitative measurements of fundamental electrical quantities and a study of the characteristics of electrical apparatus constitute the laboratory work.

Prerequisite: Phys. Sci. 209b, Math. 101c.

211. Modern Physics—III (4)

A study of the development of physics during the past forty years with special emphasis on atomic structure. Conduction of electricity through gases, molecular motion and mass, electron charge and mass, radiation, spectra, photoelectric effect, quantum theory, X-ray, etc., are studied. A non-laboratory course.

Prerequisite: Phys. Sci. 209b, Math. 101c.

212. Advanced Mechanics—I (4)

The following topics are treated: trajectory, accelerated motion, angular motion, moment of inertia, simple harmonic motion, center of gravity and equilibrium.

Prerequisite: Phys. Sci. 209b, Math. 101c.

213. Thermodynamics—II (4)

In addition to a review of the fundamentals of heat, the following topics are treated: radiation, gas laws, kinetic theory, gas equations, Carnot cycle, entropy, and Kelvin scale of temperature.

Prerequisite: Phys. Sci. 209b, Math. 101c.

214. Physical Optics—III (4)

A review of fundamentals and the following topics are given: Huygen's principle, special studies of lenses, dispersion, interference, diffraction and the electromagnetic theory.

Prerequisite: Phys. Sci. 209b, Math. 101c.

220. Methods and Materials in High School Physics—I (4)

This course endeavors to present the purpose of a beginning course in physics and the proper methods of presenting the subject matter to high-school pupils. Numerous textbooks and current educational literature are used for reference reading. Numerous recently published textbooks are analyzed and evaluated. The purpose and method of conducting laboratory experiments; the selection of experiments and apparatus; and suggestions for properly equipping a physics laboratory are given.

Prerequisite: Phys. Sci. 209c.

221. Method and Materials in High School Chemistry—III (4)

The course includes a consideration of the modern scientific viewpoint, the aims of high school chemistry instruction, the principles and methods of teaching science, educational psychology applied to science teaching, the selection and organization of subject matter, examinations and new type tests, selection of texts, equipment and supplies, classroom and laboratory instruction and management, and current problems in chemical education. Extensive use is made of the Journal of Chemical Education.

Prerequisite: Phys. Sci. 102c, and two of the following: 204a, 204b, 204c, 205a, or 205b.

SOCIAL SCIENCE

Students choosing Social Science for a first teaching field take Geography 6, 8, 9, or General Mathematics 4a, 4b, 4c, or French 1a, 1b, 1c, or German 1a, 1b, 1c, or Latin 1a, 1b, 1c, as an elective in addition to Contemporary Civilization 5a, 5b, 5c. As sophomores they take History of Civilization 107a, 107b, 107c and American History 102a, 102b, 102c. They are also required to take in addition one of the following three 36 hour groups:

(1) 228, 204, 223; and two of the following three sequences, 201a, 201b, 201c; 206, 207, 208; 209a, 209b, 209c; or 36 hrs. from three of the following four lists:

(2) Three of 212, 221, 222, 223; three of 213, 228, 229, 230; 203, 204, 205; or Geography 9, 218, and 215 or 220.

(3) Twelve hours of Senior College History and 24 hours of Economics, Political Science, Sociology, or Geography.

Students choosing Social Science for their second teaching field take in addition to Contemporary Civilization 5a, 5b, 5c, History of Civilization 107a, 107b, 107c, and American History 102a, 102b, 102c, two of the following three sequences:

(1) 201a, 201b, 201c; 206, 207, 208; 209a, 209b, 209c; or two of the following four sequences:

(2) 221, 222, 223; 228, 229, 230; 203, 204, 205; Geography 9, 218, and 215 or 220; or

(3) 228, 204, 223; plus 12 hours of Senior College History, or 12 hours in Economics, Political Science, or Sociology.

Students choosing Social Science for their third teaching field take in addition to Contemporary Civilization 5a, 5b, 5c, History of Civilization 107a, 107b, 107c, and American History 102a, 102b, 102c; 24 hours of Senior College courses in History, or 24 hours of Senior College courses in Economics, Political Science, and Sociology.

2. United States History—III (4)

A survey course covering the entire period of United States History but with the number of topics and periods limited to the essentials. Required of students in the two-year rural curriculum. An intensive study of the most important periods of our history. An effort is made to train students for the material in our state course of study.

3a. United States History—I (4) or II (4)

A survey of the history of our country to 1850. Required of students in the two-year curricula for elementary-school teachers. The course deals with the European backgrounds of our history and with the pertinent life and institutions of our country. Social, economic, cultural, and political life is emphasized.

3b. United States History—II (4) or III (4)

A continuation of United States History 3a, emphasizing the same phases of history as the first course, but covering recent and contemporary history and a study of our economic life.

5a. Contemporary Civilization—I (4) or II (4)

This course studies contemporary society and its problems from the viewpoint of integrated social science, the economic changes of the last century and a half, their impact upon society and the governmental attempts at control of the processes. Reading Room fee, \$1.00.

5b. Contemporary Civilization—II (4) or III (4)

This is a survey of modern city life and its problems from the viewpoints of sociology, economics, and government. The aim is to interpret contemporary urban life through integrated materials. Reading Room fee, \$1.00.

5c. Contemporary Civilization—III (4)

Problems of contemporary life are examined including such topics as banking, taxation, farm relief, governmental structure, internationalism, public opinion, the government in business. The approach throughout is designed to show the social, economic, and political relationships of modern life. Reading Room fee, \$1.00.

**101. Social and Economic Organization and Problems (Rural)—I (4)
or III (4)**

This course deals with neighborhood and community types; the home, the church, the school, national and local rural organizations, economic adjustments, standards of living, land policies, adult education, leadership, cooperation and community progress. It furnishes a scientific background for active participation in desirable social adaptation.

102a. American History—I (4)

American History to 1783. This course includes a study of the expansion of Europe, of the colonial and revolutionary periods in American history, with emphasis on the economic and social, as well as the political, development of the colonies.

102b. American History—II (4)

The history of the United States from 1783 to 1865. A continuation of History 102a. The emphasis is placed on the Constitutional developments, the slavery controversy, the rise of political parties, development of the West, social movements, transportation, and foreign relations.

102c. American History—III (4)

History of the United States since the Civil War. The course stresses Reconstruction, North and South; the industrial development; the rise of the Far West; economic and commercial imperialism; social and agrarian movements; the World War and the reaction therefrom.

107a. History of Civilization and Culture—I (4)

The story of primitive man, the ancient cultures of the Middle and Far East and the civilization of Greece and Rome are studied with constant attention to the evolution of those institutions, arts, and processes whereby man has served his needs and expressed himself. Reading Room fee, 50c.

107b. History of Civilization and Culture—II (4)

Continuing the conception set up in the previous course this one deals with the civilization of the peoples of Medieval Europe and their more influential Asiatic contemporaries. It emphasizes the transition to the modern world and the rise of the state system. Reading Room fee, 50c.

Prerequisite: Soc. Sci. 107a.

107c. History of Civilization and Culture—III (4)

This course attempts to estimate the nature and development of modern civilization, Europeanization, economic, democratic and nationalistic tendencies, and the new social needs. Reading Room fee, 50c.

Prerequisite: Soc. Sci. 107b.

201a. American History—I (4)

This is an intensive study of Colonial America. Such units as European background, relations of the colonies to England, and political evolution within the colonies are developed.

Prerequisite: Soc. Sci. 102c.

201b. American History—II (4)

This course covers the period from 1787 to 1865. Intensive studies are made of slavery, the West, transportation, Indians, etc.

Prerequisite: Soc. Sci. 102c.

201c. American History—III (4)

This course covers the period since the Civil War. Special work is given on the rise of the new South, the American farmer, the United States as a world power and the rise of big business.

Prerequisite: Soc. Sci. 102c.

203. Modern Social Organization and Problems—I (4)

This course emphasizes change in society as represented in social institutions, together with the problems which result from change. It further traces the sources and the operation of social control in modern society.

Prerequisite: 24 quarter hours in social science and history.

204. Social Pathology—II (4)

Attention is given to problems of population and immigration, to problems of race relations, to problems of crime and delinquency, as well as to problems of personal disorganization.

Prerequisite: 24 quarter hours in social science and history.

205. Advanced Social Theory—III (4)

This is an intensive course in social theory in which the viewpoints of contemporary as well as earlier social theorists are examined.

Prerequisite: 24 quarter hours in Social Science and History.

206. Primitive and Mediterranean Cultures—I (4)

A study of the primitive and ancient history of the civilization of western Europe as it was evolved along or near the Mediterranean. Emphasis is given to the Greek and Roman influence down to the decline of the Roman Empire.

Prerequisite: Soc. Sci. 107c.

207. Medieval Life and Institutions—II (4)

Chronologically this course continues from the previous one considering the period from the decline of the Roman Empire through the time of Charlemagne, as one of transition. Particular attention is given to the church, feudalism, and the medieval town followed by some consideration of the beginnings of nationalism.

Prerequisite: Soc. Sci. 107c.

208. Social and Political History of England—III (4)

Following the briefest consideration of some of the determinative developments of earlier English history the course deals essentially with the modern period beginning with the reign of the Tudors. Political, economic, and cultural influences are traced with special emphasis upon progress in commerce and industry, colonial expansion, government, religious toleration, and intellectual movements.

Prerequisite: Soc. Sci. 107c.

209a. European History—I (4)

Europe from 1450 to 1789. This course considers such topics as the Ottoman Turks, the rise of Prussia and Russia, the Italian Renaissance, the Reformation, etc.

Prerequisite: Soc. Sci. 107c.

209b. European History—II (4)

Europe from 1789 to 1870. This course deals with the revolutionary movement in Europe. The French Revolution is studied intensively.

Prerequisite: Soc. Sci. 107c.

209c. European History—III (4)

Europe since 1870. This is a study of Europe's present problems in their historical setting. Some of the major topics considered are: Triple Entente and Triple Alliance, European crises, imperialism, and danger spots in Europe.

Prerequisite: Soc. Sci. 107c.

210. History of the Far East—I (4)

A study of the peoples and problems of the Orient with reference both to their internal development and to the part they play in world

politics. This course, taught in 1934-35, alternates with History of the Latin American Republics.

211. History of the Latin American Republics—I (4)

A study of the Iberian background and the colonial establishments of Spain and Portugal in America, with special emphasis on the national development and institutions of Mexico, Central, and South America. This course, taught in 1935-36, alternates with History of the Far East.

212. Public Finance—II (4)

A study of governmental expenditures and taxes, surveying rapidly the tax systems of the United States, a few European nations, and the various states, with special emphasis on Illinois.

Prerequisite: 24 quarter hours of social science.

213. International Relations—III (4)

This course is a study of the modern "State System," its form, forces, and prospects for the future. The problems of nationalism, internationalism, and imperialism are studied; also the politics of peace, settlement of international disputes, and the growth of international machinery.

217. High School History Methods and Materials—II (4)

The nature of history, its place in the high school curriculum, the aims, methods of study and various forms of recitation are studied. Some organization of subject matter for teaching purposes, a wide collateral reading in method, and the examination of a variety of materials suitable for use in the secondary school history class necessitate the keeping of a notebook. In addition each student starts a collection of illustrative materials for his prospective teaching.

221. Modern Economic Society—I (4)

This course is a broad survey of world economic systems, with particular emphasis upon international economics, agricultural economics, and business cycles.

Prerequisite: 24 quarter hours of social science.

222. Economic Institutions—II (4)

The attention centers around three institutions (1) the money system, (2) the banking system, and (3) the modern corporation. Recent material is used extensively.

Prerequisite: 24 quarter hours of social science.

223. Principles of Economics—III (4)

This is a course dealing intensively with economic thought and current economic theory. Special emphasis is laid upon the theory of value and upon the theory of distribution.

Prerequisite: 24 quarter hours of social science.

228. American Government—I (4)

This course is designed to meet the needs of teachers of civics and citizenship. The emphasis is placed on the services rendered by government. A critical study is made of the processes employed in giving protection to life, liberty, and property, and to the institutions developed to promote the general welfare. The mastery of our governmental structure is incidental to the study of our political activities.

Prerequisite: 24 quarter hours in social science.

229. Political Parties—II (4)

The history of political parties, the development of party machinery, party practices and functions are discussed in this course. The breakdown during recent years of strict party alignments with the changes resulting therefrom receives much attention. This course demands a considerable amount of library time from the student.

Prerequisite: 24 quarter hours in social science.

230. Municipal Problems and Administration—III (4)

This course includes a study of the rapid growth of cities in the United States, with the resulting rapid increase of economic, social and political problems. The nature of municipal government and its various forms as distinguished from state and national government is emphasized. The major attention is centered on the study of sanitation, transportation, lighting, garbage disposal, water supply, recreation, police and so forth.

Prerequisite: 24 quarter hours in social science.

SPEECH

Students choosing Speech for a first teaching field take as a minimum the following sequence: 1a, 1b, 1c, 101a, 101b, 101c, 102a, 102b, 102c, 208, 202, 213.

Students choosing Speech for a second teaching field take as a minimum the following sequence: 1a, 1b, 1c, 101a, 101b, 101c, 102a, 102b, 102c.

Students choosing Speech for a third teaching field take as a minimum the following sequence: 1a, 1b, 1c, and 101a, 101b, 101c, or 102a, 102b, 102c.

1a. Introduction to Speech—I (4)

This course undertakes to give the student a bird's eye view of the field of speech education. Bodily expression and platform deportment are considered. Voice production, phonetics, and speech correction are discussed. The nature of superior conversation, of satisfactory story telling, of group discussion, of public speaking, and of debating are given attention. A project requiring the use of parliamentary law is carried out. The elements of pleasing oral reading and of good acting are studied. Students spend most of the class time upon activities resulting in better speech habits.

1b. Introduction to Speech—II (4)

The oral interpretation of literature with emphasis upon voice and diction. Voice production, phonetics, time pitch, quality, and force are considered at length. The characteristics of literature are studied from the point of view of oral reading. Lyrics, essays, excerpts from great speeches, and scenes from plays are read. Special attention is given to characterization in reading drama orally. The course undertakes to improve personality, particularly speech habits through the oral interpretation of superior literature.

1c. Introduction to Speech—III (4)

Public speaking and parliamentary law. Speech projects are used which provide training in the selection and organization of materials, in the more skillful use of language, and in the delivery of informative, persuasive and entertaining speeches. A textbook dealing with parliamentary law in an elementary manner is studied. Parliamentary drill bearing upon class and campus problems is frequently conducted.

101a. Public and Informal Speech—I (4)

Students are introduced to the standard literature relating to conversation at its best. The various types of conferences are discussed. A thorough-going study of the nature of well-conducted group discussion is made. Superior oral reports, expository addresses, promotional addresses, goodwill speeches, and inspirational addresses are read and analysed. The nature of radio speaking is considered. Student activities predominate which result not only in the accumulation of knowledge but also in the development of better personalities and of greater skill as speakers.

101b. Public and Informal Speech—II (4)

The quarter is devoted to argumentative and persuasive speaking. Training is given in the use of libraries as it relates to the gathering of material for speeches. Students learn to rely upon reasons and facts rather than upon prejudice, tradition, and intuition in reaching conclusions. Greater skill in testing and interpreting data in the field of social science is developed. Emphasis is placed upon the organization of material in such a way that speeches are clear, logical, pleasing, convincing, and persuasive. Important current problems in the field of sociology, economics, and political science are debated.

101c. Public and Informal Speech—III (4)

Roberts' Rules of Order is used as a text. The unit mastery method of teaching is applied in acquiring the knowledge and skill which one needs in serving as presiding officer of a Parent-Teacher Association or other organization. Class discussion and parliamentary drill are interspersed with programs given by the class which consists of story telling, oral interpretation of literature, public speeches, and debates.

102a. Dramatic Production—I (4)

A course in theatre background, including: consideration of the elements and principles of art, and their application to the complex arts of the theatre; brief history of the origins and development of drama; survey of historic costume; stage costuming, including wigs and masks; making of properties.

Prerequisite: Speech 1c.

102b. Dramatic Production—II (4)

The practical techniques of stage production: design, construction, and painting of scenery; theory and practice of stage lighting; stage make-up, organization and duties of production crews and committees.

Prerequisite: For Speech majors, Speech 102a; for others, Sophomore standing only.

102c. Dramatic Production—III (4)

Fundamentals of acting through pantomime and vocal expression, reading and selection of plays suitable to school and community production, directed, acted, and staged by students.

Prerequisite: For Speech majors, Speech 102b; for others, Sophomore standing only.

201. Advanced Public Speaking—I (4)

This course requires the study of a group of the contemporary speeches, of their preparation, of the circumstances under which they were delivered, and of the biographies of the men and women who gave them. Each member of the class is required to give several speeches of from twenty to forty minutes in length, which can be used elsewhere. Anniversary addresses, speeches upon social problems, upon scientific subjects, upon educational and literary subjects are representative of those most frequently given. Emphasis is placed upon extempore speaking.

Prerequisite: Speech 1a.

202. Advanced Debating—II (4)

The members of this class form a debating squad which represents the university in intercollegiate debating. The squad is divided into a women's section and a men's section. The course is devoted to the thorough study of one debate question which is of sufficient scope and importance to be worthy of receiving intensive and prolonged study. Such problems as banking, political parties, farm relief, and social insurance have been debated during the past few years.

203. Psychology of Speech—III (4)

A study is made of the relation between thought and language. Imagery, emotion, thought, memory, attention, suggestion, habits, interests, and desires are considered from the point of view of influencing human behavior through speech. The characteristics of youthful, mature,

and still older audiences are analyzed. Speech projects are carried on in which the psychological factors making for effective speaking are given careful attention.

Prerequisite: Speech 1a.

206. Advanced Acting and Directing—I (4)

Advanced problems in styles of action; problems in directing and production of plays of different periods or types, as Greek, Shakespeare, 18th century, melodrama, fantasy, expressionism.

Prerequisite: Speech 102c.

207a. History of Drama—I (4)

Origins of drama in Greece, Italy, and the Orient; study of the social and literary development of the theatre and dramatic masterpieces from Greece through the 18th century. English drama after the early 16th century is omitted.

207b. History of Drama—II (4)

The theatre and drama of modern Europe from Ibsen to the present day, in its relationship to social and literary trends. Reading, reports, and discussions of dramas of leading Continental authors.

207c. History of Drama—III (4)

Brief history of early American drama; of 19th century British and American drama; greater stress on contemporary drama and dramatists of Great Britain and America.

208. Anatomy and Physiology of the Vocal Apparatus—I (4)

This is a study of the structure and functioning of the vocal organs. The study is carried on in connection with class projects which result in improved voice and diction. Students become acquainted with the literature relating to singing and to the use of the speaking voice. They are expected to spend considerable time outside of the class room, working to form improved habits of voice production.

209. English Phonetics—II (4)

The course analyzes muscular movements made in producing English speech sounds. The exact position of the vocal organs in forming each sound in the English language is considered. The phonetic alphabet is studied. Accent, rhythm, and speech melody receive attention. Standards of pronunciation in British and American dialects are discussed. Purposeful class activities are carried on which give students opportunity to do much speaking.

210. Speech Disorders, their Prevention and Correction—III (4)

This consists of a study of speech disorders and their causes. Physical and psychological disorders are analyzed and remedial methods are discussed. A speech clinic is maintained in which students gain actual experience in diagnosis and treatment of speech defects.

211. Forms of Public Address—I (4)

This is a course on the rhetoric of public speaking. Speeches are written and rewritten in an effort to make them possess as much literary merit as possible. Speech planning, artistic use of words, sentence structure, figures of speech, and prose rhythm are among the problems considered. The nature of a considerable number of types of speeches is given attention. Speeches of introduction, welcome, response, presentation, acceptance, eulogy, dedication, anniversary, after-dinner, and farewell are among those analyzed. Speech making accompanies speech writing.

Prerequisite: Speech 1a.

212a. Great Speeches of Ancient and Modern Times—II (4)

This is a study of the best speeches of the ancient and medieval world. The ancient and medieval classic treatises on rhetoric as they relate to public speaking are also read. Among the orators studied are Isocrates, Demosthenes, Chrysostom, Cicero, St. Augustine, and Peter the Hermit. Among the rhetorical treatises given attention are those of Aristotle, Cicero, Dionysius, Longinus, and Quintilian. Some speeches are made by members of the class upon the relation of modern oratory to ancient and medieval points of view.

Prerequisite: Speech 1a.

212b. Great Speeches of Ancient and Modern Times—III (4)

The course begins with a study of speech in the life and work of Erasmus, Luther, Calvin, John Fox, John Donne, and many other great religious and political orators of the Renaissance. The history of oratory is traced throughout English, French, and American eloquence to the present. Among the great English speakers who are given most attention are Richard Brinsley Sheridan, Edmund Burke, and Charles James Fox. American orators of the Revolutionary period, of the Civil War period, and of the present are given special consideration.

Prerequisite: Speech 1a.

213. Oral Interpretation of Literature—III (4)

The technique of gaining "richness of meaning" from the printed page and interpreting it to an audience by means of voice and bodily expression. A study of the choice and preparation of selections for public presentation.

214. Children's Drama—II (4)

Educational theory of dramatics for children; choice of stories and methods of approach to dramatization for all grades from kindergarten through Junior High School; study of aims and methods of the Children's Theatre and work in actual production of play for children.

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